School context statement

Terara Public School is situated in the village of Terara, on the banks of the Shoalhaven River, approximately 3km from Nowra’s CBD.

The semi-rural school has maintained a student population of between 80 and 90 students in recent years with a class structure comprising of a K/1, 1/2, 3/4 and 5/6 classes. Dating back to 1881, the school’s heritage listed sandstone administration building sits amongst picturesque school grounds, creating an ideal learning environment for its students.

The majority of students are from Anglo-Saxon background. 5% of 2014 enrolments are of Aboriginal or Torres Straight Island decent.

Students are supported by dedicated and experienced staff members who strive to meet the individual needs of all students. The school enjoys a high level of parent and community involvement and is highly regarded amongst the wider community.

The school is an active member of the Shoalhaven Small Schools learning community, enabling staff to engage in a range of quality professional learning opportunities with colleagues. The Small Schools group also enables a diverse range of student learning and sporting opportunities to be offered to students across the schools.

Core values of Respect, Responsibility and Safety underpin a strong values-based education. Students develop a strong sense of self and leadership opportunities are provided at all levels.

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

At the time of the 2014 data collection, Terara Public School had an enrolment of 83 students, consisting of 34 boys and 49 girls.

Enrolments increased to 86 students throughout the year.

Student attendance profile

Student attendance has remained above the State average for the sixth consecutive year, with an attendance figure of 96.1% for 2014, compared to 94.8% for the State average.

The school’s excellent management of non-attendance has contributed to consistently high attendance figures. Parents are contacted if students are absent for two consecutive days and a note outlining the reason for absence is expected upon returning to school following an absence. The school works alongside the Home School Liaison Officer to improve student attendance where necessary.

Student Attendance: 2009 – 2014

Left: Kindergarten student Grace Stevens wearing a life jacket as she learns about boat safety.
Workforce information

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

The school benefits from an experienced team of dedicated staff members who work collaboratively to improve student learning outcomes.

As a small school the principal position is a dual teaching/administration role and there are no other executive staff within the school. In 2014 teachers were supported by two School Learning Support Officers. The full time School Administrative Manager was assisted one day per week by a permanent School Administrative Officer and a General Assistant worked one day per week.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.416</td>
</tr>
<tr>
<td>Total</td>
<td>6.952</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff member has been identified as being Indigenous or of Torres Straight Island descent.

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>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014 a total of $5003.69 was expended on Teacher Professional Learning at the school level, with an average of $1000.74 per teacher.

While staff were engaged in a wide range of professional learning opportunities throughout the year, a significant emphasis was placed upon preparing for the introduction of the Australian Curriculum, particularly in English and Mathematics. Teachers worked with colleagues from surrounding small schools to gain an understanding of syllabus requirements and to develop capacity in the planning and implementation of the new curriculum. This included the development of an inclusive Scope and Sequence covering the content and outcomes in the English, Mathematics, History, Geography and Science syllabuses. Staff will continue their extensive training on the Australian Curriculum in 2015.

During Staff Development Days and professional learning meetings, teachers also focused on assessment and the implementation of the Literacy and Numeracy Continuums. The impending changes to teacher accreditation were also addressed, as well as reviewing and updating policies such as the Student Wellbeing policy. Staff also participated in a No Gap No Excuse module and a number of updates, including CPR, as required by the Department of Education and Communities.

There are currently no new scheme teachers on the school staff and no teachers working towards accreditation of Highly Accomplished or Lead.

Beginning Teachers

There are currently no permanent Beginning Teachers holding positions at Terara Public School, although a number of beginning teachers have worked at the school on a casual basis.
Financial summary

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

Date of financial summary 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>60630.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>83036.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>81653.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33031.49</td>
</tr>
<tr>
<td>Interest</td>
<td>2032.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7201.89</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>267586.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>13959.82</td>
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<tr>
<td>Excursions</td>
<td>9393.80</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>3408.65</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>0.00</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>73330.38</td>
</tr>
</tbody>
</table>

The balance carried forward at the end of 2014 included $15552.19 which was listed in the Annual Financial Statement as unpaid invoices – i.e. invoices that had not been paid by the financial rollover date of November 30th.

A full copy of the school’s 2014 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 2014

The Arts

Students of Terara School have excelled in the Arts during 2015. Highlights included:

- The primary choir consisting of all primary students performing at the Shoalhaven Music Festival.
- Stage 3 students participating in workshops with the Australian Ballet at Bundanon.
- Infants students entering the Taronga Zoo Bird Festival Banner Competition where they individually designed a banner. Kindergarten student Wyatt Cooper was announced as a winner and as a result the class visited Taronga Zoo to view his winning banner being flown.
- All students designing, creating and wearing an Easter Hat for the Easter parade.
- The whole school choir performing at a number of significant school events including ANZAC day, Education Week and other special assemblies.
- Students entering a range of items in the Nowra Show, with the K/1 and 1/2 classes both winning 1st place and the 3/4 class winning 2nd place in their section.

Top Right: Stage 3 students proudly showing off their sandwich boards and costumes for the book week parade.

Right: Stage 2 students also presenting their sandwich boards and costumes to an impressed audience. All students K-6 created sandwich boards about their favourite book and were encouraged to dress up for the event.
Sport

Students were provided with a range of sporting opportunities throughout the year and achieved some outstanding results. Highlights included:

- Year 5 student Sienna de La Cruz participating in the State Cross Country Carnival in Sydney.
- All students participating in Soccer and AFL skills sessions at school.
- Students participating in Netball and Hockey PSSA trials.
- Primary students participating in Volleyball sessions with ex-students and NSW Volleyball players.
- All students participating in an 8 week gymnastics program focusing on skill development.
- 25 students participating in the ten day School Swimming Scheme.
- Infant students participating in the Friendly Games, aimed at skill development and fostering positive values.
- Approximately 30 students participating in the Active After School Sport program for 7 weeks each term.

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).

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.

It is difficult to draw year on year conclusions using data from a small cohort, and due to the small number of students sitting NAPLAN, only general observations can be made in this report. Student results have been discussed individually with parents and data has been analysed by teachers to assist with future programming. General observations are included below.

NAPLAN Year 3 - Literacy

Year 3 students performed exceptionally well in Literacy.

- In reading 54.5% of students achieved in the highest band compared to 29.7% of the state.
- 45.5% of students achieved in the top band in spelling, in comparison to 26.3% of the state.
- 54.5% of students achieved the highest band in grammar and punctuation, compared to 32.5% of the state.
- 36.4% of students were in the proficiency bands for writing, compared to 47.8% of the state.

NAPLAN Year 3 - Numeracy

- Year 3 students performed highly in numeracy with 63.7% in the proficiency bands, compared to 42.4% of the state.
NAPLAN Year 5 - Literacy
Generally, Year 5 performance was lower than Year 3 in 2014.

- 27% of students achieved in the proficiency bands compared to 35.2% of the state.
- In grammar and punctuation 27.3% of students achieved in proficiency bands compared to 44.5% of the state.
- 36.4% of students achieved in the proficiency bands in spelling, compared to 42.8% of the state.

NAPLAN Year 5 - Numeracy
While 28.5% of the state achieved in proficiency bands in numeracy, 9.1% of students achieved at this level.

Progress in Literacy
As identified below, average growth between 2012 – 2014 was above the state in reading and spelling, and within 1% of the state average in grammar and punctuation. The school was below the state average in writing.

Progress in Numeracy
Student growth was below the stage average in numeracy as shown in the table below.

Minimum Standards
The Commonwealth Government sets minimum stands for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3, 5, 7, 9.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

Reading 90.9
Writing 90.9
Spelling 90.9
Grammar & Punctuation 90.9
Numeracy 100.0
Significant programs and initiatives

Multicultural education and anti-racism

As the school consists of students mainly of Anglo-Saxon background, staff realise the importance of educating students about a multicultural Australia. Teachers utilise every opportunity to teach students about multiculturalism and the cultures and beliefs of other countries. In HSIE, Stage 2 students undertook a country study and each student presented their findings to the class about the cultures, traditions and beliefs of that country. Similarly, Stage 3 students explored a number of cultures through in-depth literacy studies.

The school’s values based approach to education ensures that students are aware of positive values which respect all people. Significant events such as Harmony Day also provide avenues for students to learn about the values that coincide with anti-racism such as tolerance, acceptance, and understanding. The school has a trained Anti-Racism Contact Officer (ARCO) who is able to support staff in the teaching of anti-racism and provide advice on multicultural education.

Aboriginal education & Aboriginal background funding

School staff ensure that Aboriginal education is incorporated into all aspects of teaching and learning where relevant. At all times, Aboriginal perspectives featured during the development of units of work for the Australian Curriculum.

An excursion to Sydney Harbour and The Rocks provided an ideal opportunity for all primary students to learn about the impact of European arrival on Aboriginal people and their culture. Aboriginal perspectives featured heavily during their excursion and during their units of work.

$2616.32 was provided to the school as an equity loading for students with an Aboriginal background. These funds were used to support the development of Personal Learning Plans for Aboriginal students which included strengthening relationships with parents and assisting Aboriginal students in writing goals for their learning to improve learning outcomes. A small portion of funds were also utilised to purchase resources to support the teaching of Aboriginal Education.

Socio-economic background

The school received a total of $5351.70 of socio-economic background funding. The majority of funds were utilised to employ a School Learning Support Officer to work directly with students from low socio-economic backgrounds and liaise with families about how to support student learning. Some funding was used to subsidise the cost of educational activities to assist them in accessing the curriculum.

English language proficiency

During Semester 2 the school received a 12 month staffing entitlement of 0.2 for EAL/D under the New Arrivals program. This funding has enabled an EAL/D teacher to support new arrivals in the classroom, liaise with family members and improve student learning.

Learning and Support

The school received $4642.58 of Learning and Support Funding in 2014. Funds were used to increase working hours for the School Learning Support Teacher to support students who require accommodations and adjustments.

Literacy Legends

In 2014 the school continued its successful partnership with the University of Wollongong through the Literacy Legends program. The initiative, developed by Terara School, is based around university students working directly with school students on a daily basis to improve literacy skills.

The partnership received a $25000 award in 2010 and continues to deliver outstanding benefits to both the school and university.

Right: Year 3 student Liam Field presenting his Literacy Legends tutor with a certificate of appreciation.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. At the conclusion of the 2012 – 2014 planning cycle, the school’s evaluations were rigorous and inclusive of all stakeholders. The processes used included:

- holding parent workshops and feedback sessions to determine the school’s success;
- staff analysing data and identifying trends;
- observing changes to teaching practice and student achievement;
- students, parents and staff competing School Map, Parking Lot and School Satisfactions Surveys; and
- ongoing discussions about the success of school programs, initiatives and practices.

School planning 2012-2014:

School priority 1
Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- In grammar and punctuation, students outperformed the DEC average and were within 1% of the state average.
- There was a decrease to below state average in other areas in 2014, highlighting the care that must be taken when comparing data year on year with such a small cohort.

Strategies to achieve these outcomes in 2014:

- The employment of additional School Learning Support Officers to work with students who require additional assistance in literacy and numeracy.
- Continued implementation of the award winning Literacy Legends program which results in students working daily with volunteer tutors in literacy.
- The development of learning plans for students who require accommodations and adjustments.
- Professional development for staff in the teaching and learning of literacy and numeracy.

School priority 2
Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- Increased staff awareness about Aboriginal culture and cultural heritage through the completion of No Gap No Excuse modules.
- An increased focus on Aboriginal perspectives in all Key Learning Areas.

Strategies to achieve these outcomes in 2014:

- All staff engaging in No Gap No Excuse training.
- The inclusion of Aboriginal perspectives in units of work and teaching programs.

School priority 3
Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- All staff implementing the new English syllabus throughout 2014 after thorough and ongoing professional learning, whole school planning and network meetings with surrounding schools.
- A scope and sequence being developed for English which also incorporates all other Key Learning Areas.
- Staff ready to implement the new Mathematics and Science syllabuses at the beginning of the 2015 school year.

Strategies to achieve these outcomes in 2014:

- Staff were provided with opportunities to engage with the Australian Curriculum
through Shoalhaven River Learning Community network meetings, Small school network meetings and attending a range of professional learning opportunities.

- The Australian Curriculum was also an agenda item on regular staff meetings and teachers worked collaboratively on the development of scope and sequences and units of work.

School priority 4

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- A decrease of in-class negative student behaviour being reported for follow up due to increased student engagement.
- All staff regularly engaging with a range of technology including interactive whiteboards, computer equipment and digital photography, to support student learning.
- An increased focus on professional dialogue and strategies to enhance lesson quality and student engagement.

Strategies to achieve these outcomes in 2014:

- The purchase of additional T4L computers to ensure technology was easily accessible for students.
- The purchase of iPads to support student learning.
- The purchase of wireless access points to improve internet connection for laptop computers in all classrooms and learning spaces.
- Professional learning for all teaching staff to assist with providing accommodations and adjustments to improve student's access to the curriculum.

Parent/caregiver, student, and teacher satisfaction

A number of rigorous evaluations were carried out throughout 2014 as it coincides with the culmination of the current planning cycle. The school used School Map and Parking Lot surveys to determine the opinions of parents, staff and students. The school also conducted workshops for parents and staff. Results are presented below:

- Parents identified the quality of teachers, behaviour of students and the friendly environment as the three best things about the school. These were largely echoed by school staff who rated staff collegiality, student behaviour and quality relationships most highly.
- Students identified good/caring teachers as biggest asset to the school, followed by the wide range of opportunities available.
- A number of parents also noted in the Parking Lot survey that the school maintains an excellent reputation within the community and that the size of the school ensures staff know the students particularly well.

The evaluations also identified areas for improvements as listed below:

Staff identified the condition of some buildings, particularly demountable classrooms as requiring attention or upgrading.

Some parents identified that staff of a small school are restricted in offering a more diverse range of extra-curricular programs within the school. This will be addressed in the 2015-2018 school plan (available on the school website).

Findings:

Staff, students and parents have a very high level of satisfaction with the school and this is reflected in the current school culture. Staff are committed to continuous improvement and will continue to focus on areas where improvements can be made.

Right: Students in the K/1 class enjoyed their Teddy Bear’s Picnic at the front of the school.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

After rigorous whole school evaluation, 3 strategic directions have been developed for the 2015-2017 planning cycle. These are:

- **Expert Teaching Team:** To build a culture of commitment to expert teaching and develop the capacity of teachers to explicitly plan and actively reflect on quality teaching programs which have high expectations and address the needs of all students.

- **Lifelong Learners:** To create learners who think critically, reflect, analyse and work collaboratively to make sense of their world. Students will engage in meaningful learning opportunities to make real-world connections.

- **Leadership At All Levels:** To foster a shared responsibility for student engagement and learning by developing the leadership capabilities of all stakeholders, with a focus on whole-school improvement and student achievement.

Below: The school’s beautiful, heritage listed main building dates back to 1878. Although the school began in 1881, it was relocated to its current location 7 years later to avoid flooding from the Shoalhaven River. The land that the school sits on was once owned by 5 time Melbourne Cup horse trainer Etienne De Mestre. The school regularly celebrates its rich history through the Friendly Games, an infant’s fitness and wellbeing program.

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

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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: