Our school at a glance

Students

At the end of 2009, we had 412 students from 284 families. There were 210 boys and 202 girls. Years K-2 had 192 students and Years 3-6 had 220 students.

Staff

There were 18 full-time teachers on staff. Two permanent part-time teachers delivered Science, Technology and Library lessons, providing release from face to face for class teachers. A Reading Recovery / STLA teacher supported students with needs in literacy and numeracy and delivered specialised programmes that were tailored to suit the needs of these students. Trained specialist teachers outside the school supported teachers and students in a variety of different ways throughout the year.

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

Significant programs and initiatives

Throughout 2009, Terranora Public School delivered a number of programmes to provide additional educational support and opportunities. These include:

- Band
- Choir
- Computer Programme
- Reading Recovery
- Aboriginal Education Programme
- Creative Arts Programme
- Student Welfare Programme
- Seasons for Growth Programme
- Multicultural Programme
- Individual Learning Plans
- Girls and Boys Forum
- Whole school Sports Programme
- K-6 Buddy Programme
- Intensive Swimming Programme
- Book Week Programme and Book Fair
- Famous Author Visit
- Premier's Spelling Challenge
- Maths Olympiad
- Public Speaking Programme
- Public Speaking training course for parents and teachers
- Debating training course
- Premier's Sporting Challenge
- Premier's Reading Challenge
- Chaplaincy Programme
- Social Skills Programme

Student achievement in 2009

Literacy- NAPLAN Year 3.

In spelling, more than 57% of children scored in the top two bands. The percentages of children in bands 5 or 6 for reading were 49%. In writing more than 56% of children were in the top two bands. More than 62% of children were in the top two bands in spelling.

Numeracy- NAPLAN Year 3.

In numeracy more than 64% of children scored in the top two bands.

Literacy- NAPLAN Year 5.

More than 50% of children were in bands 7 and 8 for reading. In writing, more than 75% of children scored in the top 3 bands. 57% of children achieved level 6 or above in spelling.

Numeracy- NAPLAN Year 5.

More than 50% of children scored in the top two bands.

Messages

Principal's message

Terranora Public School is highly regarded and has earned an impressive reputation throughout the local and wider community. This great reputation has been earned, not only through the dedication of staff, but also through the implementation of a wide array of programmes that support and extend students skills and knowledge across all key learning areas.

The entire staff at this school demonstrates a keen commitment to the students and deliver teaching and learning programmes that display creativity, skill and curriculum knowledge. The students participate in engaging, interesting lessons that consolidate and expand upon the knowledge they already possess. It is no wonder students at Terranora Public School possess a love of learning!
This annual school report provides the opportunity to reflect upon the outstanding achievements and exceptional teaching and learning of 2009. It also offers the chance to consider the future directions of the school and to create educational targets for 2010.

Our school is dedicated to welcoming all students and to meet their individual needs, including intellectual, physical, emotional, creative, social and moral development.

I look forward to the 2010 school year and witnessing further achievements across a broad spectrum of areas by our students.

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.

James Hackett

P&C message

My thanks go out to the people involved in our school – the volunteers, the teachers and the staff, and the members of the P & C who commit time, energy and resources to improving the educational chances and opportunities of our children.

The collection of money for operating classrooms (e.g. books, pencils, paints, repairs of equipment) is about to change at Terranora Public School. The change, which will commence in 2010, has been described by the principal and has the full support of the committee and was passed unanimously during the December 2009 meeting. Therefore, the money that the P & C raises will be used to buy specific items, such as digital cameras for classrooms, as well as providing monies to staff to be spent according to the teachers' priorities.

Our main, regular fundraising comes from a variety of sources including the canteen and the uniform shop. There is currently a plan to conduct a fete in 2010 and the P & C would appreciate any help.

I wish to invite anyone to join the P & C to help improve the educational opportunities of our children. Thank you.

Mr Lachlan Hamill

Student representative's message

The 2009 SRC was made up of 26 students elected from Year 2 to Year 6 and were supported by Mrs Daley and Mrs Gallagher. It was a very productive year, with students involved in many fundraising activities such as a hot cross bun drive, Easter raffles, K-6 disco, ice cream day, cake stall, sausage sizzle, mufti days and jeans for genes Day. All students had an opportunity to assist with these fundraising activities as well as sharing ideas at SRC meetings. The students were also given leadership opportunities to assist with the K-2 Easter hat parade and the end of year Talent Quest. We raised $5998 throughout the year which will be used for purchasing classroom and school equipment as well as the continued sponsorship of a child through World Vision. The SRC donated $370 raised on Jeans for Genes day to the Children's Medical Research Institute and a very substantial amount of $1300 raised at the combined mufti / ice cream day to the Starlight Foundation. The students can be very proud of their achievements throughout the year.

Mrs Sue Daley

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>168</td>
<td>166</td>
<td>192</td>
<td>207</td>
<td>212</td>
</tr>
<tr>
<td>Female</td>
<td>162</td>
<td>169</td>
<td>167</td>
<td>178</td>
<td>201</td>
</tr>
</tbody>
</table>

Note: Enrolment rates for central schools are for K-6.
Student attendance profile

Management of non-attendance
Terranora Public School has an extremely high attendance rate. If families know they are to be taking their children out of school for more than a couple of days, they are asked to write a letter to the principal before the intended dates. This allows the school to be aware of reasons why students are absent. However, if a student is regularly absent, without significant reason, a referral is placed with the Home-School Liaison Officer for further attention.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0KF</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>0KH</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>0KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 K</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1 R</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3 D</td>
<td>2</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>2/3 D</td>
<td>3</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>3 W</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes
In accordance with NSW DET policy, Kindergarten, Year One and Year Two classes are capped at a maximum of 20, 22 and 24 students respectfully. Teachers have reported that the smaller class sizes have had a positive, dramatic effect on academic achievement of their students. Further, the smaller classes have also allowed teachers the opportunity to extend students and to provide further assistance to those students requiring additional support.

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

There were 16 full-time teachers on staff. Two permanent part-time teachers provided release from face-to-face teaching by delivering science, technology and library lessons. Two teachers were responsible for administering the Reading Recovery programme, one of which was also responsible for conducting the STLA programme to support students with literacy and numeracy difficulties by devising specialised programmes. Specialist teachers in the local area came to provide training and support. The School Counsellor and the Itinerant Behaviour Teacher also came regularly to support teachers and students.

Staff establishment
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>21.6</td>
</tr>
</tbody>
</table>
Whilst none of the staff at Terranora Public School identify as indigenous, the staff are committed to delivering a programme that is inclusive to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.

Teacher qualifications

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

The table below indicates the proportion of teaching staff holding particular academic qualifications:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>39</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>61</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>136512.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>219664.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150908.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>146057.25</td>
</tr>
<tr>
<td>Interest</td>
<td>5331.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15531.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>674005.25</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>21618.79</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions</td>
<td>41068.78</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>89619.19</td>
</tr>
<tr>
<td>Library</td>
<td>10124.63</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>168636.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>88794.49</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>53278.34</td>
</tr>
<tr>
<td><strong>School-operated canteen</strong></td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>31549.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>27095.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11725.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>543510.90</strong></td>
</tr>
</tbody>
</table>

Balance carried forward | 130494.35

A full copy of the school's 2009 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 2009

Students at Terranora Public School have experienced new and interesting activities throughout the year as part of our balanced school curriculum. The following outlines some of the achievements of the students.

Achievements

Arts

This year sees continued growth in participation of students in performing arts. The Band / Instrument Program continue, with participating students receiving tuition in a variety of instruments. Band tuition and rehearsals continue bringing students to performance level for Dreamworld and Presentation Day. A choral group of 45 students from years 2 to 6 rehearse and perform for the whole school. Quality art work is selected from all classes and displayed throughout the school and foyer.

Sport

2009 was another successful sporting year for Terranora students. The school participated in various PSSA events including swimming, cross country, athletics, softball, netball, tennis, cricket, touch football, rugby league and golf.

We have purchased new sporting equipment which has allowed students to participate in individual and team sporting activities.

We had a fantastic team of 36 athletes competing at the District Carnival, where the school came in second place overall, our best result to date. Eighteen athletes then travelled to Murwillumbah for the Far North Coast Carnival, with three students qualifying for the State Titles. Ryan Garner came 7th in the final of the 100m, Sean Garner came 21st in Shot Put and Gemma Bright came 16th in Discus in Sydney.

Terranora PS has a strong touch football culture. The PSSA Knockout teams performed well. The girls went onto the third round. The boys touch team made it to the finals in Sydney for the third year in a row. They came fourth in the state – very creditable from 700 teams competing across the state!

The chaplaincy program runs a successful touch football competition for students from Kindergarten to Year 6 throughout the year. Stage 2 and 3 students also have a strong PE programme in this area.

Terranora PS also provided an eight week programme for stages 2 and 3 which was
successfully run by the AFL Association. It was followed up by AusKick after school for K-6 students.

The Border Hockey Association ran an outstanding set of lessons which fostered interest in hockey and developed impressive skills and abilities. Terranora PS participated in a hockey carnival in Murwillumbah with two teams participating.

We have had an excellent year with regard to swimming, with a group of eighteen students representing Terranora at Far North Coast and nine students at the North Coast. Six of our students then went on to qualify for State championships.

Terranora PS has thirteen PSSA Blues Awards to be presented to students who have achieved the highest level at state competition. These areas of excellence are: Swimming, AFL, Rugby League and Touch Football. All of these programmes have strengthened and developed our students’ skills and abilities.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
A K-2 playground was built by a working bee and includes a vegetable garden, play equipment, fairy garden, sand pit and shade trees.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

Terranora Public School has a number of significant programmes and initiatives. These are detailed below.

**Aboriginal and Multicultural education**

NAIDOC week was the highlight of our 2009 Aboriginal Education Program. For a whole week Terranora Public focused on indigenous people and their culture.

A visiting group of Kingscliff High indigenous students highlighted our opening NAIDOC Week Ceremony after Bunjalung Elder Aunty Kath gave her ‘Welcome to Country’. The Kingscliff students danced, sang and played the didgeridoo in a fascinating display.

Terranora students supported the group with a dazzling array of song, dance, poetry and ‘Dreamtime’ story presentations.

Artworks were submitted by all classes with an indigenous theme. These works adorned the hall...
during the assembly and for several weeks afterwards.

A highlight of the week was our day of indigenous art and craft wherein all classes rotated through a series of activities related to the theme. These included making a didgeridoo, bull-roarers, painting, model making, storytelling, dancing and beading.

A 2009 Terranora initiative in Aboriginal Education was to hire a bus to take every indigenous student, along with 2 invited students, on a tour of Tweed Heads significant sites. All 50 students had a wonderful day visiting the Bogangar ‘middens’, Norrie’s Headland, Minjungbal Museum boardwalk, the South Sea Islander cemetery at Chinderah and Fingal Headland.

The excursion had a profound effect on the students, parents and teachers in attendance and capped our enhanced elevated Aboriginal Education program.

Students also have had the opportunity to learn about people from differing cultures to their own through our school Multicultural education programme. Students in Stage 3 had the opportunity to host students from Japan and to learn more about Japanese cultures and customs through this exchange.

Best Start

The three Kindergarten teachers implemented the Best Start assessment programme at the beginning of the year, prior to the Kindergarten children commencing school. This enabled the children to begin school settled and allowed the teachers time to group the children according to their abilities and commence their learning programme, using their current abilities as a starting point. The children’s skills and abilities have continued to improve in literacy and numeracy.

The Kindergarten teachers attended a number of in-services aimed at increasing their teaching strategies (for example, integrating Interactive Whiteboard software into our lessons) as well as equipping us with a variety of assessment strategies. The workshops also enabled teachers to share resources and to bring ideas for teaching specific concepts to Kindergarten children.

Technology

This year we have had a major overhaul of the technology system in place at our school and Miss Kim McQuhae has taken on the role of computer coordinator. We have outsourced help from the IT Regional Support team so that any problems we have with our technology can be immediately referred to the team and action taken quickly.

We have put in place a central log-in system whereby the children have to use their username and password to log on to the computers. This has the added benefit of allowing the children access only to the programmes the teacher wishes them to see and to also give them a personal U drive so that their own documents are not lost and can be accessed from any computer within the school.

We have installed a new server and a back-up server and have paid for broadband cabling to each of the permanent classrooms. We are having fewer problems with internet access using this system than the wireless system in place previously.

We have put an order in for 12 interactive whiteboards to be placed in the permanent classrooms and two demountables. They have arrived and are due to be installed in Week 9 of Term Four. The T4L rollout was used to purchase 10 new laptops to go with the interactive whiteboards and have purchased an additional laptop to go with one of the whiteboards. We will be utilising a laptop already within the system for the 12th whiteboard.

We are putting in place a system whereby all of the desktop PCs are going to be shared equitably across the school.

We have had AUSTAR’s free school service installed at the school and have purchased an LCD television and DVD recorder for classes to watch educational programmes in the library.

Welfare

Student welfare is a top priority at Terranora Public School. In 2009 the achievements included the regular meeting of the Learning Support Team to make sure all the children’s special needs are met, a fair and consistent implementation of rules to reward and deal with unacceptable behaviour, as well as immediate communication with parents with regard to this behaviour. Members of the learning support team participated in various training courses. Child Protection lessons, Life Education Van visits and invitations to attend Stewart House are a few of the programs which have come under the umbrella of Student Welfare.

The school chaplains implemented the Seasons for Growth, referral based course. The course deals with change and loss that affects students. It was highly regarded by students and parents.
The school captains worked with their parents and the principal to organise a girls’ forum called “Girls Can Do Anything, and a boys’ forum called Fathers Bring Out the Best in Sons”. The purpose of the forums was to engage mothers with their daughters and fathers with their sons in a school-based interactive program that is relevant to all students. The program was highly successful and proved to be a leadership building exercise for school captains.

Respect and responsibility
Terranora Public School has a number of core values that were developed as part of the Chaplaincy programme. These include: Care, Cooperation, Democracy, Excellence, Fairness, Integrity, Participation, Respect and Responsibility. Our school is committed to upholding these values and have explored these further through events such as the Girls and Boys Forum, SRC meetings and a cultural visit from students from Japan.

The school also participates in a number of community service activities on a voluntary basis such as participation in the local ANZAC Day marches, Clean Up Australia Day, choral singing for local aged citizens and various fundraising ventures for Australian charities. The SRC has also continued sponsorship of a child through World Vision. All of these activities help to promote respect and responsibility with the students. As a school, we must continue to foster the spirit of community service and to provide further opportunities for students to become actively involved in community projects.

Other programs
Learning Support Team
The Learning Support Team is a whole-school planning and support mechanism. Its purpose is to address the learning needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

In order to meet this main function, the learning support team addresses whole-school planning and also the needs of individual students.

Funding Support
Funding support is a targeted disability program designed to maximise access to the curriculum for students with disabilities enrolled in regular classrooms.

In 2009, the Funding Support program supported 20 students at Terranora Public School. The budget for students with disabilities increased from $69 620 in 2008 to $118 705 in 2009. The funds are used to support class teachers to develop and implement Individualised Learning Programs for the identified students. Learning Support Officers may be utilised to support the class teacher to implement these programs.

Premier’s Spelling Bee
A large and enthusiastic group of Stage 2 students entered the competition this year. This was despite the fact the words were posted late on the net and the number of words to learn increased from 1000 to 1500.

Our two school representatives, who advanced to the district final, were Liam Raasen and Alicia Papworth. They got out in the fourth and fifth round respectively.

There was a much smaller group of Stage 3 students who tried out to be our school champion. Perhaps it was Tom Sharp’s and Dylan Cottee’s reputations that put them off? Perhaps it was the 1500 word list? Either way, hopefully next year’s competition will field a greater number of Stage 3 participants.

As was expected, our 2 representatives were Tom Sharp and Dylan Cottee. Tom fought valiantly and came equal third in the district. Dylan was the district champion for the second year in a row. This is a truly phenomenal achievement and the
whole community was proud of his remarkable achievement – he came third in the state. He was subsequently interviewed by several newspapers and radio stations.

Library

Library budget this year has supported development of fiction and non-fiction resources that support all interests. High interest books to suit a variety of reading ages and abilities have seen increased enthusiasm for borrowing books, particularly by boys. P and C contribution to Library funding has facilitated this purchasing focus.

Bulk loans to classrooms have supported KLA work by teachers and provided books for free reading time. Improved organisation of teacher resource storage has also supported quality teaching practice.

The Library functions as a resource centre, incorporating a networked computer laboratory. Teachers and students now constantly access this lab to research and present work on subjects being studied, to learn skills of handling the tools of the virtual world and to enjoy the experience of learning using interactive audio-visual resources.

School provided budget has also been expended to purchase circulation hardware to improve the Library system. Budget has also been used for shelving, labelling and display purchases to create a more stimulating and attractive environment.
Progress on 2009 targets

Target 1
To Strengthen teacher capacity to use interactive technologies for learning, teaching and for teacher professional learning.

Teachers undertook a range of learning opportunities in the area of interactive technology. The last two school development days were dedicated to interactive whiteboard training.

Our achievements include:
We received positive feedback from all teachers in surveys about their professional learning;
We installed twelve interactive whiteboards in 2009 which improved teacher access to interactive technology; and
An audit of technology resources ensured equal access to technology.

Target 2
To improve the social emotional wellbeing and skills for life for all students.

We identified at risk students and developed a range of programs to support them including: Rap, Rock and Fox and Seasons for Growth.

Our achievements include:
We received positive feedback from 100% of teachers in surveys about welfare team support for students;
There was a significant increase in the number of referrals to the welfare team indicating a parents and staff were more aware of the school’s increased capacity to support students’ welfare needs; and
Parents reported improvements in our ability to communicate successfully between school and home.

Target 3
To Strengthen teacher capacity to implement activity and language based numeracy lessons.

Teacher training to implement activity and language based numeracy lessons as well as the purchase of appropriate resources have improved the effectiveness of numeracy lessons across the school.

Our achievements include:
We received positive feedback from teachers through school surveys on professional development;
Our average progress in numeracy between Years 3 and 5 improved by over 20% in 2009; and
A stocktake of resources was carried out, gaps identified and appropriate resources purchased.

Target 4
To improve student’s writing K-6.

Writing results for Year 3 and Year 5 indicate a small improvement. Writing remains an area for further development. Punctuation and grammar remain strong areas of literacy in Years 3 and 5.

Our achievements include:
Professional learning activities in writing that were valued by 100% of teachers;

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of parent satisfaction with the homework policy.

Educational and management practice

Evaluation of homework practices and the satisfaction of parents towards homework.

Background

A cross-section of parents completed a survey about homework procedures within the school as well as their views on the importance of homework.

Findings and conclusions

After analysis of our survey data on homework we report the following findings and conclusions:

- 100% of parents either strongly agree or agree that success at school is very important to their child’s future life;
- Over 60% of parents believe children should spend between an hour and no more than three hours of homework during the week;
- Over 60% of parents believe students should not spend any time completing homework on the weekend;
- Over 95% of students have access to a desk as well as a computer at home to help with their studies;
- Over 95% of parents are very satisfied with the school and their child’s education.

Future directions
The following areas of development have emerged:

- Students should be allowed time after school during the school week to participate in extra curricula activities;
- Homework should only include relevant and worthwhile activities that assist students with success at school;
- The review of the homework policy has resulted in reading and spelling words being the only set homework;
- Time spent on homework should be in accordance to age and ability of child and
- Parents need to continue to support their child and the school in providing adequate material at home to assist with success.

Curriculum
Interactive White Boards and Literacy

Background
Technology is an ongoing focus area and staff have undertaken to embrace Interactive White Boards as a means of further enhancing the teaching and learning of literacy.

Findings and conclusions
Class visits, surveys and analysis of external class and grade assessment indicate that most aspects of literacy are well taught across the school. Some areas require further development and the acquisition of IWBs will be used to enhance learning experiences.

Future directions
Our school is moving forward from Web 1.0, a showing of online resources, to Web 2.0 an interactive sharing of online resources. This includes the installation and use if IWB in Literacy lessons.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about technology in school. Their responses are presented below.
The majority of parents made positive comments about;
- school literacy levels and
- children’s experiences in the computer room.

The majority of students enjoyed;
- their school experience,
- classroom activities and
- online experiences in the computer lab.

Professional learning
The school provides opportunities for all staff to have access to professional learning in order to improve their skills and knowledge to the benefit of all students. All staff participated in five school development days in 2009 as well as additional in school professional learning on a fortnightly basis.

Professional learning experiences included training courses in the following areas:
- Literacy;
- Numeracy;
- Technology;
- Quality teaching; and
- Students with special needs.

School development 2009 – 2011
A school improvement plan has been developed for the next three years. Our focus areas are:
- Literacy;
- Numeracy;
- Connected Learning; and
- Student engagement and teacher quality.

Targets for 2010
The long term aim is to ensure that children receive quality teaching as a focus in the classroom and that increased integration of technology from K-6 will support this. We will also increase the focus on Numeracy and Writing improving performance in both areas of Naplan.

Target 1
To increase the incidence of direct instruction in classrooms using interactive White Boards from inception to daily usage in all classrooms in 2010.

Strategies to achieve this target include:
- Provide initial training for teachers, using school development days and T&D sessions.
- Introduce students to white boards as an aid to interaction with peers and teacher.
- Develop students skills in using IWB technology as an aid to presenting work samples.
• Develop students’ ability to report on the effect of IWB technology technology on their learning.
• Provide all staff access to IWB software at home.
• Sharing of successful resources and materials amongst colleagues.

Our success will be measured by:
• Teachers show basic skill in presenting lessons using IWB technology in one aspect of literacy.
• Students engage in literacy lessons presented using IWB technology.
• Student prepare and present work and information using IWB technology.
• All student can, at an appropriate level, reflect and report on the effect of IWB technology on their learning.
• Teachers demonstrate awareness of software accessibility at home.
• Teachers report use of techniques and availability or resources recommended by peers.

Target 2

NUMERACY. To increase the percentage of student in bands 5 and 6 in Year 3 NAPLAN data from 39% in 2009 to 42% in 2010, and decrease the percentage of students in bands 3,4 and 5 in Year 5 NAPLAN data from 27% in 2009 to 20% in 2010.

Strategies to achieve this target include:
• Provide Teacher Professional Learning to emphasise the importance of direct instruction in checking solutions to number problems.
• Employ quality teaching techniques that have mastery learning underpinning progress.
• Ensure that, at the appropriate level, students are able to generalise techniques from horizontal format to vertical format algorithms, and the reverse.
• Ensure that, at the appropriate learning level, students are able to select the appropriate mathematical operation to solve a problem presented verbally.
• Provide regular opportunities, at a stage appropriate level, for students to self-report on their progress as learners.

• Provide regular opportunities for teachers to share successful techniques and technologies with colleagues.

Our success will be measured by:
• At Stage Meetings, teachers agree on techniques appropriate to their students’ learning level, for checking responses to number problems.
• Students demonstrate mastery of teaching content as measured by regular formative assessment.
• Students, in their reflections, note the use of appropriate techniques to estimate, calculate and validate responses to solutions in all four number operations.
• At stage Meetings and TARS meetings, teachers report on personal changes inspired by colleagues.

Target 2

WRITING. To increase the percentage of students in bands 5 and 6 in Year 3 NAPLAN data from 56% in 2009 to 60% in 2010, and to increase the percentage of students in bands 7 and 8 in Year 5 from 23% in 2009 to 35% in 2010.

Strategies to achieve this target include:
• To assist teachers, through Teacher Professional Learning, using the quality teaching scaffolds used in NAPLAN assessment.
• To teach explicitly, use of improved Vocabulary, Text Structure, Sentence Structure and Cohesive devices.
• Teachers incorporate Interactive White Board technology to highlight specific areas of focus.
• Students reflect on their writing and report on individual progress.

Our success will be measured by:
• Teaching practice shows use of NAPLAN criteria being used as support for student’s narrative writing.
• Teachers model exemplary writing and teach students self-verbalisation.
• Student work samples show evidence of improved scores based on NAPLAN criteria.
• At stage meetings, teacher feedback indicates increased confidence in using IWB technology to direct learning.
• At an appropriate level, students comment on their own writing.

**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.

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