Our school at a glance

Students
At the end of 2008 we had 388 students from 261 families. There were 206 boys and 182 girls. Years K-2 had 182 students and Years 3-6 had 206 students.

Staff
There were 14 full-time teachers on staff. Two permanent part-time teachers delivered science, technology and library lessons providing release from face to face time for class teachers. A Reading Recovery / STLA teacher supported students with needs in literacy and numeracy and delivered specialised programs. Also trained specialist teachers outside the school supported teachers and students in a variety of different ways throughout the year.

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

Significant programs and initiatives
The school ran a number of programs to give students extra educational support and opportunities throughout 2008.

These were:
- Whole school Sports Program
- Creative Arts Program
- Computer Program
- Band
- Choir
- Student Welfare Program
- Aboriginal Education Program
- Multicultural Program
- Reading Recovery
- Individual Learning Plans
- K-6 Buddy Program
- School Musical “Jolly Roger”
- Intensive Swimming
- Artist in Residence – ‘Lessons for All’
- Whole School Walkathon

Literacy and numeracy plans are also in place to meet the needs of our students.

Student achievement in 2008

Literacy – NAPLAN Year 3
The percentage of year 3 students achieving in the top two bands was 74 percent in writing. 50 percent of students achieved band 5 for writing which was above the state average of 23 percent.

Numeracy – NAPLAN Year 3
Over 82 percent of students scored in the top three bands compared to only 66 percent in the state. 54 percent of students scored in bands five or six compared to students in the state scoring less than 40.

Literacy – NAPLAN Year 5
The percentage of year 5 students achieving in the top three bands was 77 percent compared to 62 percent for the State in grammar and punctuation. The average progress from year 3 to year 5 was 20 points higher or lower than the state average.

Numeracy – NAPLAN Year 5
The percentage of year 5 students achieving the top band for numeracy was 47 percent compared with only 26 percent in the state. The average progress from year 3 to year 5 was 102 points which is 20 points greater than the state.

Messages

Principal's message
Terranora Public School is widely regarded as the leading government or non-government school on the far north coast of NSW. A great reputation is hard earned through great teaching.

I have respect and admiration for the staff of this school for their skill, character, creativity, subject knowledge, sense of humour and love of their students.

This annual school report is an opportunity to reflect on the remarkable achievements and excellent teaching and learning of 2008. It allows us to think critically about the future goals of the school for 2009 and beyond.

Our challenge as well as our commitment is to welcome all students and meet their individual needs of intellectual, physical, emotional, creative, social and moral development.

The school participated in Best Start in 2008. Kindergarten teachers observed all of the students in their class do a range of tasks, to assess where to start teaching literacy and numeracy.

The Best Start Assessment is not a test. It is a process where the teacher observes and records what each student already knows and can do in
literacy and numeracy and uses the information to guide their teaching. The outcome for Kindergarten students has been remarkable. Teachers found the process valuable and this is to be embedded in our early transition program for all future Kindergarten 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.

Mr James Hackett

P&C and/or School Council message

Every school year the P&C committee assists with school events or runs events for the ultimate benefit of the school- and fundraising benefits the school.

Members of the P&C have the opportunity to be active in discussion and planning for services provided by and for the school.

A strong P&C committee improves the relationship between the community in general and the school community. Most successful P&C events rely on and help build bonds with the larger community.

I wish to thank the members of the P&C for the hard work and contribution made by many last year. Of special mention are the committees for the canteen and the uniform shop- our most reliable, most frequently used and effective fundraising groups. Thank you for your hard work.

I invite anyone who has ideas to improve our school to come and join our friendly and energetic P&C team.

Thank you,

Mr Lachlan Hamill

Student representative’s message

The 2008 SRC consisted of members from children in classes Year 2-Year 6. The focus this year was to establish independence and leadership in children during the SRC meetings and fund raising events. Children successfully held meetings once a month and gave great input to needs in and around the school. A disco was promoted in term 3 and raised $2466.65. Funds raised are going towards the installation a bubbler on the far field and continued sponsorship of a child through World Vision. SRC members are seeking active leadership roles in their members for 2009 including teachers and are looking forward to a fun filled year.

Mrs Mary Seckold

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

![Enrolments Graph]

Student attendance profile

![Student attendance rates Graph]

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 2008 class size audit conducted on Tuesday 25 March 2008.
### Structure of classes

Kindergarten class sizes remained at a maximum of twenty and year 1 classes were reduced in accordance with the new class sizes. Teachers reported a significant difference to their teaching routine, including more time to extend students and assist students who needed additional support. Children in Kindergarten and Year 1 have benefited enormously due to this reduction in class size.

We had 15 classes across the school, with four composite classes.

### 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 14 full-time teachers on staff. Two permanent part-time teachers delivered science, technology and library lessons providing release from face to face time for class teachers. A Reading Recovery / STLA teacher supported students with needs in literacy and numeracy and delivered specialised programs. Also trained specialist teachers outside the school supported teachers and students in a variety of different ways throughout the year. We had regular visits from the school counsellor and also specialised advice and programs from the behavioural consultant.

### 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>16</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>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

### Staff retention

Staff retention at this school is extremely high. Total staff in 2008 was 29 of which 18 were teachers. Due to considerable school growth, at the end of 2008 one new teacher will be appointed for 2009. Therefore we have a retention rate of 100%.

### Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.7%.

### Teacher qualifications

All teaching staff meet 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>40</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>60</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.
Date of financial summary: 30/11/2008

**Income** $  
Balance brought forward 230 664.10  
Global funds 150 954.02  
Tied funds 82 830.46  
School & community sources 102 112.18  
Interest 13 755.90  
Trust receipts 11 385.50  
Canteen 0.00  
**Total income** 591 702.16

**Expenditure**  
Teaching & learning  
Key learning areas 35 529.01  
Excursions 30 314.69  
Extracurricular dissections 29 698.05  
Library 6 834.51  
Training & development 0.00  
Tied funds 92 671.90  
Casual relief teachers 73 502.19  
Administration & office 42 027.43  
School-operated canteen 0.00  
Utilities 28 417.75  
Maintenance 24 319.09  
Trust accounts 9 860.15  
Capital programs 26 614.00  
**Total expenditure** 399 788.77  
**Balance carried forward** 191 913.39

A full copy of the school’s 2008 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 2008**

Children have experienced new and interesting activities throughout the year as part of our balanced school curriculum. The following outlines some of the outstanding achievements of the students.

**Achievements**

**Arts**  
We have continued our instrument and band program with numbers of participating students growing past 30 this year. The band has performed at school assemblies and at Dreamworld where they combined with children from two Lismore schools. Four students have joined a combined school group. Tutors are provided for all band instruments, percussion and keyboard. The School Choir performed at Salt for Education Day.

125 children from K-6 participated in the school musical “Jolly Roger” at Banora Point High School. Four students were selected to attend the North Coast Creative Arts Camp in band and vocal ensemble.

**Sport**

Another extremely successful sporting year for the Terranora students.

The whole school K-6, participated weekly in the School Sporting Program.

Touch Football, Swimming, Cross Country and Athletics all reached the North Coast level.

Tennis, Rugby League, AFL, Netball, Soccer, Basketball and Touch Football teams were all involved in the State Knockout Competitions.

The Touch Football team achieved outstanding success by coming third in the state in 2007 and second in the state in 2008. Well done boys and their coach, Mrs Scott!

There were three major carnivals held, with great attendance from competitors, parents and friends: Swimming, Cross Country and Athletics.

Terranora was represented in District, Far North Coast, North Coast and State levels.

Year 1 boys participated in a basketball program held at Banora Point High School. Their skill development and sportsmanship were excellent. They were well supported by volunteer parent and community coaches.

The most outstanding athlete for 2008 was Nick Burns, who starred in Athletics, Touch Football, AFL, Cross Country and Rugby League.

The Winter Trials featured Soccer, Rugby League and Netball.

Equipment has been regularly updated throughout the year and a much needed new sports shed was purchased and installed.

An AFL program was conducted both in school and after school, much to the delight of the students.

During this Olympic Year, the students were able to enjoy and be motivated first hand by an inspiring talk from gold medallist, Lara Davenport after her return from Beijing. The lucky ones even saw her gold medal up close.
Debating

Our school hosted a very successful short preparation training day which was attended by 6 other local schools. Again, Terranora showed its strength as a debating force to be reckoned with. In the premiers Debating Challenge our team consisted of three year 5 students and one inexperienced year 6 girl. Of the seven schools who competed in zone 1, Terranora was the runner up school.

Georgie McMillan was chosen to represent Terranora in the Primary Schools State Debating Challenge which was a honour as she was the only year 5 representative.

Public Speaking

The three Terranora representatives at the Tweed Valley Public Speaking competition of whom we were justifiably proud were Indiana Marshall from stage 1, Brady Sales who was runner up for stage two and Laura Kyle for stage 3.

Premiers Spelling Bee

Again there was a small but dedicated group of students brave enough to tackle the 1000 word list. After an exciting school final, we were left with our four school representatives for the competition at the district level. Our two representatives in the junior section were Ryan Jackson and Harrison Kester. Although they were knocked out in the early rounds both boys did themselves proud. Our two senior representatives were Isaac Dawson and Dylan Cottee. As a testament to their talent and dedication, Terranora was the first placed stage 3 school in the district due to a brilliant 3rd place by Isaac and first place by Dylan.

Dylan then went on to represent Terranora at the Premiers state final in Sydney. He was the only year 5 student in the final round and came an outstanding 4th place against 12 year olds when he was only 10. In achieving 4th place, he is the best speller in the far north coast over all.

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.
Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 spelling

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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 2008

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

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Technology

The T4L rollout for 2008 has seen an increase of PCs and a further eight laptops into circuit around the school for group use.

Wireless networking has been installed to six classrooms which enabled connection to the school library server.

Thirteen 2 year old Dells were purchased to supplement the classroom labs, as well as two data projectors to replace those in the hall and library. One of these is now being used in classrooms.

Year six undertook a project called “Murder under the microscope” an environmental problem-
A computer, a digital projector, and research and resource enquiry terminals.

The Library/Resource Centre is leading the way forward from Web 1.0, a showing of online resources to Web 2.0 interactive sharing of online resources.

**Aboriginal Education**

Our school continues to provide support for students and to provide programs and opportunities that will educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The state Aboriginal Education Policy is implemented across all key-learning areas. Its inclusion in the human society and its environment (HSIE) key learning area enables our students to study aspects of Indigenous Australian culture in class teaching units of work.

Aboriginal perspectives are taught in only two classes as an important and valued part of our Australian cultural heritage.

An emphasis has been placed on the purchasing of resources to support the teaching of Aboriginal culture and to support staff and students in their teaching and learning.

**Multicultural education**

The school implemented multicultural education for all stages of learning across many key-learning areas, providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society including:

- Multicultural perspectives are included in the HSIE key learning area;
- Each class provides opportunities for students to discuss our diverse Australian society;
- The importance of tolerance and acceptance of others has been maintained as a focus; and
- Students develop a greater understanding of the contributions made to our national identity by people from different backgrounds through sport and the arts.

**Respect and responsibility**

Encouraging students to undertake community service activities on a voluntary basis as part of the school culture is a challenge the school faces in future years. In the senior years, students are active participants in a variety of extra-curricular programs. Our task is to develop this spirit of community service and provide a variety of
opportunities where students can demonstrate a responsible and ‘other-centred’ focus within the junior school and further develop this throughout the senior school.

Much of this development will occur with the refinement and enrichment of the present learning and welfare programs. Central to this development will be a school focus on the core values of school as they impact on the school culture.

Progress on 2008 targets

Target 1. To improve all children’s health choices and fitness levels.

Our achievements include:

• Increased participation in whole school sports carnivals;
• Improved fitness levels during class activities and sport;
• A new, healthy menu in the canteen. ‘Healthy combo options as well as home made choices and a reduction of commercially produced food’;
• Increased participation of out of school activities; and
• Increased amount of students choosing healthy options from the canteen.

Target 2. To support and encourage the participation of all boys across the school.

Our achievements include:

• Increased participation of boys in Public Speaking and Debating;
• Increased number of boys achieving higher levels in the national testing;
• Increased benchmark levels of boys; and

Target 3. To improve the effectiveness of the Learning Support Team within the school.

Our achievements include:

• The development of a Learning Support Policy Document; and
• Improved benchmark levels of students.

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 2008 our school carried out evaluations of Engagement of Learning and Technology.

Educational and management practice

Engagement of Learning

Background

The evaluation of the partnerships between teachers, students and teacher’s aides within the classroom was analysed using a school survey completed by all staff. The survey involved 10 questions asking staff for their input into the effectiveness of the programs delivered by teacher’s Aides within the school.

Findings and conclusions

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

• 100% of teacher’s aides feel secure in working closely with the teacher;
• All students, not only identified children, benefit from the presence and skills of the teacher’s aide;
• Teacher’s aides work both within the classroom and externally meeting the needs of a large number of students;
• All teachers agree that input into a teacher’s aide program is crucial to the success of students;
• Over 90% of teachers access student profiles to assist with the development of Individual Learning Programs; and
• Over 90% of teachers believe that there should be consistency with the allocation of teacher’s aides to individual students.

Future directions

The following areas of development have emerged:

• Continued review of SLT Policy and communication to all staff;
• Increased time for planning and timetable allocation of teacher’s aides;
• Greater involvement of teacher’s aides in the initial development of timetables and programs; and
• Development of communication channels between executive staff and other staff members.

Curriculum

Connected Classrooms

Background

The evaluation of the use of technology and delivery of relevant training and development was analysed using a school survey completed by students, staff and parents. The survey involved 10 questions asking for their input into the effectiveness of technology within our school and what aspects could be improved to enhance its role within the school.

Findings and conclusions

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

• 80% of students have access to a computer at home;
• 85% of students feel comfortable and enjoy completing technology activities at school;
• 75% of parents are aware of the technology activities their child/ren are undertaking at school;
• 100% of parents believe that it is important for their child/ren to develop and use effective skills in the area of technology;
• 95% of teachers feel that it is their responsibility to integrate technology into teaching and learning; and
• 95% of teachers share ideas and experiences with their colleagues to improve their teaching practice.

Future directions

The following areas of development have emerged:

• 75% of teachers feel it is necessary to have access to a variety of electronic devices, including interactive whiteboards, digital camera and video equipment to enhance the delivery of technology within our school;
• Continued professional development in the area of technology, especially interactive whiteboards;
• Increased access to classroom computers for students on a regular basis; and

• Improved communication through the development of parent workshops to increase knowledge of school based technology programs.

Professional learning

Best Start

Best Start is a new government initiative. Its goal is for all students to be on track in literacy and numeracy by Year 3. Our school was a part of this program for 2008.

There are three components to Best Start: a new statewide assessment process; appointing expert literacy and numeracy leaders in schools; and expanding Reading Recovery.

During 2008 Kindergarten teachers assessed the understanding that students bring to school in a number of selected foundation areas of literacy and numeracy. This has assisted teachers in developing the appropriate quality teaching and learning programs for the early years of schooling.

School development 2009 – 2011

Targets for 2009

Over the longer term we will ensure that quality learning and teaching are the central focus of our classrooms, and increase the integration of technology in teaching and learning across K-6. We will improve numeracy and literacy skills of our students and promote the school and public education in the wider community.

Target 1

To strengthen teacher capacity to use interactive technologies for learning, teaching and for teacher professional learning.

Strategies to achieve this target include:

• Continue teacher training and development;
• Purchase of resources to enhance technology within the school; and
• Collaborative planning between teachers, parents and wider community members to deliver appropriate and successful technology lessons.

Our success will be measured by:

• Positive feedback through in-school surveys;
• An audit of technology resources within the school; and
• Evaluation of teaching programs.
**Target 2**  
*To improve the social emotional wellbeing and skills for life for all students.*

Strategies to achieve this target include:

- Identify ‘at risk’ students and developing individual and group programs to address issues;
- Further development of the Welfare Committee and communication to all staff; and
- Develop a successful means of communication between parents and teachers at the initial parent information night to alleviate any problems.

Our success will be measured by:

- Reduced number of referrals to the Welfare Committee;
- Teacher survey on the effectiveness of the Welfare Committee; and
- Teacher evaluation of the efficiency and usefulness of the communication links established between the teacher and parents.

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

Strategies to achieve this target include:

- Continue teacher training and development;
- Purchase of resources to enhance mathematical language based concepts:
- Recognise strengths and weaknesses in teaching strategies and build on areas of weakness;
- Implement stage-based scope and sequence, programs and assessment;

Our success will be measured by:

- Feedback from staff following professional development;
- Stocktake of school resources and inventory of resources purchased;
- Improved results in NAPLAN;
- Evaluation of stage based planning and implementation programs.

**Target 4**  
*To improve students writing K-6.*

Strategies to achieve this target include:

- Continue staff professional development to further improve stimulus for writing lessons;
- Improve student achievement so published writing pieces are profound and meaningful to both students and their audience;
- Facilitate workshops to deepen the understanding of using grammar and punctuation in text types;
- Promote writing as fun. Incorporate a term writing competition for each stage;
- Familiarise staff and students with new NAPLAN marking criteria.

Our success will be measured by:

- Increased communication amongst staff members about writing stimulus that is already successful. Share teacher resources;
- Use standard/uniform editing codes in students work;
- Whole school literacy block specifically targeting grammar and punctuation; or incorporate 15 minutes of grammar and punctuation into the RFF library lesson;
- Develop a survey for students about their attitude towards writing activities.

**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 Kerry King – P&C representative
Mrs Michele Woods – P&C representative
Ms Anne Hepworth – Assistant Principal
Mr Clayton Weatherall – Assistant Principal
Mr James Hackett - Principal
School contact information
Terranora Public School
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Terranora NSW 2486
Ph: (07) 55904146
Fax: (07) 55904098
Email: Terranora-p.school@det.nsw.edu.au
Web: www.terranora-p.schools.nsw.edu.au
School Code: 3189

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: