Our school at a glance

**Students**

At the end of 2011, 446 students were enrolled at Terranora Public School – 225 boys and 221 girls. Years K-2 had 198 students and Years 3-6 had 248 students.

**Staff**

In 2011 there were 18 full time classroom teachers at Terranora Public School. In addition, two permanent part-time teachers delivered technology and library lessons. They also provided Release from Face to Face (RFF) for classroom teachers.

One Reading Recovery/Support Teacher Learning Assistance (STLA) teacher supported students with identified needs in literacy and numeracy by tailoring specialized programs for these students. Trained specialist teachers from outside the school also supported teachers and students in a variety of ways throughout the year.

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

**Significant programs and initiatives**

Terranora Public School provides students with many opportunities to participate in extra curricula programs.

- Band
- Choir
- Computer program
- Reading Recovery
- Story Dogs
- Aboriginal education program
- Creative arts program
- Student welfare program
- *Seasons for Growth* program
- Multicultural program
- Individual learning plans
- Girls and Boys Forum
- Whole school sports program
- K-6 buddy program
- Intensive swimming program
- Book Week program and book fair
- Famous author visit
- Premiers Spelling Challenge
- Maths Olympiad
- Public speaking Program
- Public speaking training course for parents and teachers
- Premier’s Sporting Challenge
- Premier’s Reading Challenge
- Chaplaincy program
- Social skills programs: That’s Gold and Friends for Life.

![Image of students with certificates](image.png)

These students from Kindergarten and Year One participated in “Friends for Life”.

**Student achievement in 2011**

**Numeracy - NAPLAN Year 3**

- 55% of students were placed in the top three achievement bands in the data and measurement, space and geometry strand.
- 63% of students were placed in the top three achievement bands in the number patterns and algebra strand.
- Overall, in 2011, 86% of Year 3 students at Terranora Public School have achieved at or above the national minimum standard in numeracy.
Numeracy - NAPLAN Year 5

- 69% of students were placed in the top three achievement bands in the data, measurement and space strands.
- 63% of students were placed in the top three achievement bands in the number patterns and algebra strands.
- Overall, in 2011, 93% of Year 5 students at Terranora Public School have achieved at or above the national minimum standard in numeracy.

Literacy - NAPLAN Year 3

- 74% of students were placed in the top 2 achievement bands in the writing strand.
- 78% of students were placed in the top 3 achievement bands in the grammar and punctuation strand.
- 72% of students were placed in the top 3 achievement bands in spelling.
- 70% of students were placed in the top 3 achievement bands in reading.
- Overall, in 2011, 93% of Year 3 students at Terranora Public School have achieved at or above the national minimum standard in literacy.

Literacy - NAPLAN Year 5

- 75% of students were placed in the top 3 achievement bands in the grammar and punctuation strand.
- 73% of students were placed in the top 3 achievement bands in writing.
- 69% of students were placed in the top 3 achievement bands in spelling.
- 60% of students were placed in the top three achievement bands in reading.
- Overall, in 2011, 95% of Year 5 students at Terranora Public School have achieved at or above the national minimum standard in literacy.

Messages

Principal’s message

This annual report provides an outline of the major successes and achievements across academic, cultural and sporting areas of Terranora Public School for 2011. It also provides information about various extra-curricular activities that are provided and supported by an active and supportive parent community.

Terranora Public School provides an educational environment where students are welcomed and supported in their learning journey across all key learning areas.

The Terranora Public School staff is a highly experienced, professional and motivated team. Their dedication and enthusiasm is on show each day in every classroom, and I am privileged to work alongside them.

2011 has been an exciting year for us. The six new classrooms now have interactive whiteboards installed. This has provided all our students with vastly increased resources to enhance their learning. We are also thrilled to have a newly restored basketball court, which incorporates facilities for volleyball, handball and netball.

Our school is truly unique in many ways, and I am proud to lead it.

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

2011 was another highly successful year for the Terranora Public School P&C. Although our numbers are relatively small, much has been achieved, due to the ongoing enthusiasm, vision and determination of our members.

The P&C has been successful in managing the uniform shop, enabling parents to purchase high quality uniforms and other items at their convenience. The school canteen continued to be well patronized, with a new manager being
appointed. Planning is in place for some capital improvements in the canteen, to ensure it is up to standard with current workplace health and safety regulations. In the meantime, the canteen continues to provide parents with the opportunity to purchase healthy and varied lunches and snacks for all students.

Insert name of P&C and/or School Council Rep.

Student representative’s message

Our 2011 Student Representative Council was composed of 16 elected students from years 3-6. The year 6 leaders, along with many student representatives from other local schools, attended a leadership forum which was held at Tweed Heads in April.

The SRC met as a group each fortnight to discuss and plan their projects.

2011 was a productive year for the SRC. Students were involved in a variety of fundraising activities. These were: Easter raffle, mufti days and cake days. All SRC members were given an opportunity to help organise and assist in the running of these events. $2600 was raised as a result of their hard work.

A food and Christmas present drive was held to support the local charity “You Have a Friend”. This organization provides direct and practical support to homeless people in the Tweed area. The SRC also contributed towards the support of a sponsored child through World Vision.

Members of the SRC

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

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>192</td>
<td>207</td>
<td>212</td>
<td>226</td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>167</td>
<td>178</td>
<td>201</td>
<td>222</td>
<td>221</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance at Terranora Public School is consistently high. Families are asked to supply the school with a written explanation following any absence and are required to inform the principal beforehand if extended absences are likely. This provides the school with the information before hand. If a student is regularly absent, without significant reason, a referral to the Home-School Liaison officer may be made.
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 2011 class size audit conducted in March 2011.

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

<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>OKD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>OKF</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>OKH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5A</td>
<td>5</td>
<td>29</td>
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<tr>
<td>5W</td>
<td>5</td>
<td>29</td>
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</tr>
<tr>
<td>6R</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

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 respectively. Teachers agree that in the vital early years of literacy and numeracy learning, and in the essential domains of social and emotional development, smaller class sizes provide better student access to the curriculum.

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

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>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</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>0.8</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</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>24.7</td>
</tr>
</tbody>
</table>

None of the staff at Terranora Public School identify as indigenous. The staff is committed to delivering an inclusive program, to increase the knowledge and understanding of the histories, cultures and experiences of Aboriginal and /or Torres Strait Islander people as the first peoples of Australia.

Staff retention

In 2011, classroom teacher Mr Richard Fulbrook retired from the NSW Department of Education and Community. Classroom teacher Mrs Michelle Woods was granted permanency at Terranora Public School.

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>
<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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$710706.36</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>187089.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>243934.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122983.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>118111.67</td>
</tr>
<tr>
<td>Interest</td>
<td>10437.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28149.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>710706.36</td>
</tr>
</tbody>
</table>

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

A full copy of the school’s 2010 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 2011

At Terranora Public School students are provided with a rich array of learning opportunities. In all key learning areas we strive to implement a balance of experiences and tasks, catering for all learning styles. The following information outlines the achievements of students in 2011.

Achievements

Arts

The band instrument program has continued to attract high numbers. 120 students from years 3-6 are now receiving tuition in a variety of instruments. There are tuition groups in keyboard, drums, wind and brass instruments.

The performance group consists of more experienced students. This band played at various school assemblies and functions, as well as having the opportunity to perform at Dreamworld in term 4. This was a highlight of the year for this group, and the school is very proud of their accomplishments. A training band rehearses regularly and provides opportunities for younger or inexperienced students to learn about playing as a group. A dedicated music room is available for tuition and rehearsal.

12 students attended the Far North Coast Performing Arts Camp at Lennox Head in Term 4. This camp provides opportunities for talented performing arts to meet their peers, and participate in enrichment programs in dance, band, choral and the visual arts.

Mrs Mary Seckold coordinates the performing arts activities in the school and also attended the camp as a tutor.

The visual arts program “Creatia”, was developed to provide gifted art students from local schools the chance to work with art teachers from local high schools. Two Terranora PS students from each stage were selected to attend this program. The culmination of their collective achievements was a display at Terranora Public School. The event ran very smoothly due to the outstanding work of classroom teacher Ms Dana Rosenbaum.

The highlight of the performing arts year for our school was the exciting presentation of the musical, Peter Pan. Directed by Ms Seckold, this production involved students from across all stages, who participated in many production aspects, including drama, dance and choral roles.

This musical was performed in the Banora Point High School auditorium. We thank the many students who worked hard to perfect their roles, and to the parents who designed and made sets and sewed costumes. We also wish to acknowledge the untiring efforts of many
teachers who worked alongside Mrs Seckold as choreographers, designers and tutors. It was a fabulous production and one the children will never forget.

**Sport**

2011 delivered a successful and fulfilling sports program catering for the needs of students at Terranora Public School. Students were involved at all levels available to them from school based programs to individual representation at NSW PSSA level.

All students K – 6 participated in a school based weekly program which developed hand-eye coordination, skill development, team building and sportsmanship. Cross Country, Swimming and Athletics were three major activities our students were involved in along with the Premiers Sporting Challenge. Our parent body was extremely supportive in all our programs and assisted in many ways including transportation and coaching of individuals and teams.

We purchased essential equipment through our school budget and community initiatives e.g. Coles Sporting Vouchers. We also provided an additional sport shed to help house our growing equipment.

Through the BER Program our basketball court was upgraded and lengthened to accommodate a full size court, new posts and hoops, playground markings and landscaping and in addition a volleyball and newcomer ball court have been added.

At the PSSA level of competitive sport, Terranora had 9 students represent North Coast PSSA. The sports these children represented at included: swimming (2 students), athletics (2 students), cricket (3 students), rugby league (2 students) and touch (1 student). We had 1 student who represented North Coast PSSA in 2 sports. The school congratulated individual District Champions in Swimming and Athletics.

Terranora teams competed in the NSW PSSA State Knockouts in Rugby League, Touch (Boys and Girls), Football (Soccer) (Boys and Girls), Netball, Tennis, AFL, Cricket (Boys and Girls) and also sent representatives to PSSA trials in Rugby Union, Softball, Golf and Hockey. Our major success was the Boys Touch team which was awarded the title of North Coast Champions for the fifth consecutive year. They participated in the NSW PSSA Touch finals at Coffs Harbour finishing third overall.

The school was also involved in a Hockey program at school which was run by our local hockey association. 2 teams were created and participated in the Fitzpatrick Cup in Murwillumbah. An intensive 8 week program involving AFL was organised in the district and the local schools including Terranora partook in a round robin competition for boys and girls which allowed for friendly competition and skill development.

**Academic**

In the National Assessment Program, the results across the Years 3 and 5 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.

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**

![Percentage in bands: Year 3 Reading](chart.png)

In 2011, Terranora Public School achieved an average score of 427.3 compared with the state average of 415.6. There is room for further improvement in the middle achievement bands in
Reading. We will be concentrating on developing strategies to support this aim.

In 2011, Terranora Public School achieved an average score of 452.6, compared to the state average of 422.4. Girls performed well, with 83.4% achieving in the top two bands, whilst 64% of boys also achieved in those two bands.

In 2011, Terranora Public School achieved an average score of 444, compared to the state average of 422.9. 51 students from a total of 64 scored in the top 3 bands.

**Numeracy – NAPLAN Year 3**

Results for 2011 show that 63.2% of Year 3 students finish in the top 3 bands with the school average at 401.5 compared to the state average of 400.9.

**Literacy – NAPLAN Year 5**
In reading, the school average was 510.2 while the state was 489.0. A whole school literacy overview and implementation will take place in 2012.

Results in writing indicated a significant improvement from 2011 with the school’s average at 524.6 compared to the state average of 486.6. Explicit teaching strategies and analysis of NAPLAN have assisted this improvement.

The school average score for 2011 was 535 compared to the state score of 500.7. The focus will be to move students from bands 5 and 6 to higher bands.

**Numeracy – NAPLAN Year 5**

62% of Year 5 students performed in the top 3 bands. Results indicate that the school’s average score was 510.3 compared to the state average of 495.9.

**Progress in literacy**
Minimum standards

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

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 2011**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.6</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Reading Recovery**

Reading Recovery is a school program designed for year one students who have been identified as in need of additional literacy support. This method of teaching has been proven to greatly support beginning readers and all children improve in their understanding of text and comprehension. Selected teachers undergo extensive training in Reading Recovery. At Terranora Public School

**Aboriginal education**

2011 saw the development, implementation and extension of programs undertaken in 2010.

Aboriginal Education took on a significant focus when a whole school approach was adopted to
produce an outstanding program incorporating technology to highlight Aboriginal culture.

NAIDOC Week 2011 was one of the highlights of Terranora’s educational calendar. A spectacular array of technology, artistry, drama, prose, storytelling and dancing from every class was presented. The excellence in production values was a tribute to the organizing committee and to each Terranora’s staff member’s professional and sensitive approach to Aboriginal Education. A local indigenous player with the Titans Rugby League squad generously engaged in an hour long question and answer session with a number of classes. A troupe of indigenous student performers from Kingscliff High presented an array of local stories expressed in terms of dance, song and musicianship to the students in a special assembly. The committee did a wonderful job in organizing the program.

Multicultural education

Although Terranora is not a highly multicultural student populated school, many classroom programs are undertaken through integrated programs especially with a HSIE focus. Our units of work cover many Asian regions, global history and encompass researching Australia and its multicultural perspective. Classes hold multicultural days to celebrate a variety of cuisines and to highlight significant events which influence Australia like Chinese New Year.

Public Speaking

Public Speaking is a K-6 program undertaken by all classes at Terranora. It is part of our Talking and Listening Program. This program has proven to be highly successful and the quality of speaking produced at all grade levels is of an outstanding quality. There are classroom speaking programs which select students for the school stage finals. These finals are well supported by student and parent audiences who are entertained by very talented speakers. Our stage winners progress to the Tweed Valley Public Speaking finals to compete against other district finalists.

Premier’s Spelling Bee

Our Stage 2 and Stage 3 students were involved in this challenging spelling program which saw our best spellers battle it out to see who would be the spelling champions for Terranora. The students were challenged and the difficulty increased each word. Our Stage 2 and Stage 3 winners progressed through to the district finals to compete against other school winners.

Respect and responsibility

Care, Cooperation, Democracy, Excellence, Fairness, Integrity, Participation, Respect and Responsibility: these are the core values that we embrace at Terranora Public School. They were developed as a part of the chaplaincy program, and in our school planning we demonstrate our commitment to them by involvement in many events. Some of these are: Girls’ and Boys’ Forum and the Student Representative Council.

The school participates in active community service activities as a part of its commitment to these values we hold. We are involved in ANZAC Day events, Clean Up Australia Day, visiting aged care homes to sing and perform, donations and fund raising for charities and sponsorship of a child through World Vision. At Terranora Public School we aim to develop students who will become caring and compassionate citizens, and who have a spirit of community and empathy towards others.

Best Start

Our 4 Kindergarten teachers implemented the Best Start assessment program at the beginning of the year, prior to the Kindergarten children commencing school in 2011. The information gathered from this assessment enabled teachers to group their new Kindergarten students appropriately and begin their learning program using the students’ current abilities as a starting point. Reporting to parents is a component of Best Start, and all parents received a report following their child’s Best Start assessment.

Kindergarten (Early Stage 1) teachers attended professional learning courses through the year, and have gained experience in integrating technology into their teaching and learning programs.

Connected learning

2011 saw the installation of hardware for a Connected Classroom in one of the new BER Classrooms. The classroom was up and running by early Semester 2.

The technology has allowed for teachers to access other classrooms which occurred. A whole school program and access to in-servicing will be targeted by the Technology Team to bring the
school community up to speed with the use of this technology.

**Laptops**

The 2011 NSW Department of Education and Training’s allocation of computers has been directed to laptops for the new IWBs in our new classrooms, and also to upgrading our school library lab over a three year period. Older computers are being retired and access to functioning computers maximised for class use. The school also used discretionary funds to update PCs in the staff room and in some classrooms.

The association between our school and the Kingscliff ICT unit continues to be beneficial, resulting in the upgrading of our server network and internet speed improvement throughout our school.

Students have continued to have access to the computer library lab and have demonstrated pleasing improvements in their technology skills with new software programs being added and the accessing of on-line activities has broadened our students’ knowledge and skills.

**Student Welfare**

Student welfare is a priority at Terranora Public School. The welfare team, comprising of executive and classroom teachers, as well as the school counsellor and chaplains, meets regularly to discuss school welfare issues.

In 2011 the welfare team successfully:

- Undertook welfare programs catering for the special needs of individual students K – 6. (See specific programs in this report.)
- Linked with the learning support team coordinator to discuss, create, implement and evaluate student welfare programs.
- Worked alongside the school counsellor and departmental behaviour support personnel to assist in the successful implementation of welfare programs with ongoing assessment and modification to suit the needs and situations which arose.
- Continued the *RISC (Record of Individual Student Contact)* Program for use at Terranora Public School and provided a centralised, computer generated database to more effectively track and monitor student behaviour and enable more efficient parent/caregiver contact through RISC.
- Implemented social skills programs, including “Friends for Life” (K-2), “Seasons for Growth” and “Social Skills Program” for our students in need and also there was our ongoing chaplain service.
- Organised and offered welfare programs for students. These included: Life Education, child protection lessons and Stewart House.
- Provided various training courses to support personnel when working with students with special needs.

**School Chaplains**

The federally funded school chaplain service supports students, teachers and the school community. We have 2 chaplains: Brian Bruce and Naomi Harry, who are professional and experienced in connecting with students on an “everyday” basis. Our chaplains work alongside other caring professionals to provide a listening ear for children who may be in crisis, or in need of a special friend. A chaplain may deal with behaviour management issues such as anger, peer relationships, loneliness, bullying and harassment. Student programs such as Seasons for Growth, touch football, arts/crafts, and Friends for Life are popular extra-curricular activities that help children to establish positive social relationships and enjoy being in the playground.

Brian finished his chaplaincy service at the end of 2011. His dedication and commitment to the job was nothing short of outstanding. He was a great
asset to the entire school community and he will be greatly missed by all at Terranora.

Other programs

Learning Support Team

The Learning Support Team is a whole-school planning and support group including the school counselor, Learning Support leader and teaching staff. Its purpose is to effectively address the learning needs of students through the co-ordination development, implementation, monitoring and evaluation of educational programs.

In order to meet this primary function, the Learning Support Team addresses whole-school planning and also addresses the needs of individual students.

Story Dogs

This year the 'Story Dogs' program was introduced to Terranora Public School. The program aims to improve focus, literacy skills and confidence to reluctant readers in Year 2. The non-judgmental, loving nature of dogs gives this program its magic. Children relax, open up, try harder and have fun reading to a friendly and calm dog. We have been very fortunate to receive weekly support from Kate and her dog 'Pia' and from Leah and her dog 'Nora'. Improvement in reading fluency and confidence has been noted in the targeted students. We look forward to receiving support from 'Story Dogs' again during 2012.

Public Education Awards

Excellence in Public Education was celebrated at the Far North Coast and Southern Cross Public Education Awards in 2011. Teachers, school staff, students and volunteers were acknowledged for making an exceptional contribution to government schools.

Terranora Public School is very proud of our recipients, Mrs Mary Seckold (classroom teacher) and Mr Rolly Van Mosseveld (school general assistant).

Funding Support

Funding support is provided to schools by the NSW Department of Education and Training. It is provided to enable schools to maximise access to the curriculum for students who may have disabilities and are enrolled in regular mainstream classes.

In 2011, funding was used to provide additional learning support officers for classroom teachers, enabling them to support classroom teachers and assist them in the development and implementation of Individualised learning programs for the identified students.

Library

Terranora Public School’s Library was the hub of many exciting programs for our students in 2011. The library was officially free of any classes and became a much needed centre of learning for all classes to access. Mrs Edwards the teacher librarian was able to operate in the library as previous construction of BER buildings was completed. The library provided great stimulus for the students and the adjoining computer lab worked in conjunction with the library.

Some of the innovative programs which were instigated by the teacher librarian included an author visit by DC Green who show students how to write creatively, an excursion to the Byron Bay Writers Festival in Murwillumbah for senior students and a visit by Sea FM’s Paul Gale and his assistant to allow our students to be part of the radio’s program “Joke Off”. Many students contributed jokes which were broadcasted on Sea FM’s morning radio show. Also a whole school visit to the Tweed Civic Centre was organized through the library to view live theatre in which the Tweed Theatre Company performed two shows, “Cinderella” and “The Aristocats”.

Library lessons were based on sharing and learning about quality literature and reviewing new books. In addition classes studied the winners and short listed books in the Australian Book Council Awards.

![Paul Gale from Sea FM listens to Terranora students in the radio “Joke Off” program.](Image)
Progress on 2011 targets

Professional learning was undertaken by all teachers, with the emphasis continuing on the implementation of technology in the classroom. In addition, selected teachers attended a quality teaching seminar. All staff were trained in current developments in the teaching of numeracy.

Target 1
Student outcomes in reading and writing will improve.

Our achievements include:

- Improved NAPLAN results in Reading and Writing, with school results above state average. Girls performed particularly well in writing, with 83.4% achieving in the two top bands.
- Staff professional learning in aspects of literacy teaching, with a focus on ensuring that students are working at their individual ability level.
- Technology is an integral part of the daily teaching of literacy, and students are able to access information in real time from limitless sources. Whiteboards in all rooms provide access for all students.

Target 2
Student learning outcomes in mathematics will improve.

Our achievements include:

- Mathematics resources were purchased following a survey to assess the needs of the growing school population.
- Increased use of technology in the teaching of mathematics has allowed students to access a wider variety of mathematical experiences.

Target 3
To integrate technology into teaching and learning programs and to enhance the capacity of teachers to provide quality learning environments for all students.

Our achievements include:

- The school technology team conducted a teacher survey to establish the individual needs of teachers in relation to technology. Groups were formed, and appropriate professional learning workshops were conducted over the year. There was an emphasis on the use of classroom computers and interactive whiteboards.
- An increase of 30% in the number of students who planned and presented digital and computer generated work.

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 2010 our school carried out evaluations of

Educational and management practice

Background

A program review was conducted at Terranora Public School in 2011 in order to support staff in the effective implementation of quality teaching practices especially in the area of Literacy, Gifted and Talented Education and whole school processes and organisation.
Findings and conclusions
The survey data of school community, executive, teachers and students indicated that:

- A whole school identification and implementation program for Gifted and Talented students be reviewed and developed.
- A whole school structure of management procedures is reviewed to allow for greater communication of whole school programs and their effective implementation.
- The staff is keen to seek effective ways to develop their professional approach to the teaching of literacy in their classrooms.

Future directions
- The school will review the identification of gifted and talented students and incorporate effective classroom programs to cater for the needs of these students.
- The school management team will review the communication structures and develop a structure in line with a growing school.
- The executive team will undergo professional in-service to support them with whole school processes and supervision implementation.
- Continual support in the classroom for staff in the implementation of the K-6 English continuum will be a priority.

Curriculum
All students need to be given the best opportunity to develop their literacy potential through an effective quality teaching and learning program supported by an efficient literacy regional network.

Background
A program review based on Literacy was conducted at Terranora Public School in 2011 as there was a need to increase the percentage of students in the upper bands in both Year 3 and Year 5 NAPLAN in various areas of Literacy. The review incorporated the way the school assesses, plans, programs and evaluates in the area of literacy.

Findings and conclusions
Following intensive interviewing of the school community, teachers, executive, parents and students, the review found and recommended that:

- The school focuses on the teaching of literacy using quality teaching principals emphasizing assessment, planning, programming and evaluation.
- The whole school processes that support the quality teaching of literacy are effective. The K-6 Literacy Continuum becomes an integral part of the schools’ classroom programming.
- The staff is adequately supported by region in the in-servicing and implementation of the K-6 English Syllabus.

Future directions
- The school will undergo an intensive NAPLAN Data analysis of Literacy with the support of regional personnel
- The school, through its Literacy committee will develop a school scope and sequence supporting the implementation of the K-6 English Syllabus and its continuum.
- The staff will be in-serviced by regional personnel on data entry in Best Start and how that data can be used for effective classroom programming.

Professional learning
The school provides opportunities for all staff to improve their skills and knowledge for the benefit of all students. All staff participated in five school development days, as well as regular school based professional learning.

Staff also attended training courses in the following areas:
- Quality Teaching Conference – Coffs Harbour
- Technology (IWB) training with Ross Woolfe over a 6 week period at school
- Literacy
- Student Support Training for LSOs.

School development 2012-2014

A school improvement plan has been developed for the period 2012-2014. The focus areas are:

- Literacy
- Quality Teaching
- Gifted and Talented
- Numeracy
- Technology

Targets for 2012

Target 1

To increase the capacity of teachers to plan and deliver effective teaching practices for identified gifted and talented students, in order to maximize learning opportunities for these students.

Strategies to achieve this target include:

- Familiarise staff with DEC and school G&T policies.
- Familiarise staff with Quality Teaching Principles criteria.
- Develop and implement a whole school identification process (via LST and GATs committees) for gifted and talented students.
- Access appropriate personnel to in-service staff on effective teaching of gifted and talented students. (Jaqui McCollum (?) – G & T consultant)
- Send targeted staff to gifted and talented courses/conferences to increase knowledge in this area.
- Targeted staff to share knowledge (from GATS training) with other staff members. Share effective teaching and learning programs amongst staff.
- Develop a whole school approach; including community consultation in the design and implementation of a Gifted and Talented Program which incorporates existing programs.
- Organise and catalog teaching and learning resources effectively. Provide staff with the information necessary to access and utilize resources.
- Access community programs and opportunities to challenge gifted and talented students and broaden their learning world.
- Mentor training for five teachers to mentor classroom teachers to enhance support for talented students.

Our success will be measured by:

- All teachers working towards demonstrating best practice in quality teaching in their differentiated teaching and learning programs and in day to day teaching. (TARS)
- LST and GATs committees produce and inservice staff in the whole school identification process for talented students. Staff to implement the process of identification in consultation with the LST/GATs committees.
- Staff inserviced by GATs consultant and teachers with expertise.
- Increased usage of quality resources in the Gifted and Talented area, for instance through records of borrowing resources and continual addition of G & T website links added to the staff common area.
- Identified Gifted and Talented students are actively engaged in enriched classroom programs and achieving at a superior outcome level. (TARS and
identified student cluster levels on continuums)

- Parents are actively included in their students’ learning as evidenced by minuted parent – student – teacher meetings.

- Increased participation of staff and talented students in specific community programs (e.g. Maths Olympiad, Tournament of the Minds).

- Teacher report they are provided effective mentoring and support to meet the needs of talented students.

Target 2

_There will be an improvement in student outcomes in literacy through enhanced whole school processes that support the quality teaching of literacy emphasising assessment, planning, programming and evaluation processes._

Strategies to achieve this target include:

- Professional development for teachers to develop consistent teacher judgement of the clusters on the Literacy Continuum. Analyse School-wide implementation of balanced literacy sessions in all classes beginning in 2012.

- Professional development for staff on effective programming that embeds the Quality Teaching Framework.

- Promote quality literacy teaching and professionally develop staff to have a greater understanding of quality literacy teaching.

- Regular staff, stage and 1:1 meetings to engage in a continuous, cyclic process of: planning, classroom practice, teaching, quality evaluation of assessing (including CTJ), and PL undertaken in literacy.

- High quality teaching and learning programs incorporating differentiation and reflecting familiarity with student data will be implemented in literacy through the use of SMART Data, the Literacy Continuum, Best Start and L3.

- Continue implementation of Language, Learning and Literacy (L3) to explicitly deliver literacy outcomes to Early Stage 1 students and extend applicable strategies into Stage 1.

Our success will be measured by:

- 100% of Early Stage 1 and Stage 1 teachers have plotted all students on the Literacy Continuum by Week 9 of each term in 2012.

- 100% of teacher programs indicate implementation of balanced literacy sessions and reflect the consistent occurrence of quality literacy teaching in all classes.

- 100% of Stage 2 and Stage 3 teachers plot all students on the Literacy Continuum for at least one aspect by the end of 2012, and for the five unconstrained aspects by the end of 2013.

- 100% of teacher programs incorporate the use of teaching strategies from SMART, the Literacy Continuum, Best Start and L3 that reflect differentiation and quality teaching and learning driven by the QTF.

- 75% of students will enter Year 1 working at or above the 4th cluster for reading texts of the Literacy Continuum.

Target 3

_There will be an improvement in student learning outcomes through a whole school focus on quality teaching, which prioritises learning opportunities within the strand of patterns and algebra._

Strategies to achieve this target include:

- Professional learning for ES1 teachers on using the Best Start assessment and software.

- Staff professional learning to build knowledge and understanding of the Numeracy K – 6 Continuum.

- Ongoing consultancy support for PL and T&D

- All classes are provided with adequate mathematical resources.
Our success will be measured by:

- 100% of students are tracked along the Patterns and Number structure aspect of the Numeracy Continuum at the end of each Term using the Best Start software during 2012.
- 100% of staff demonstrates a transfer of professional learning knowledge and understanding of the Pattern and Number Structure aspect of the Numeracy Continuum within teaching and learning programs. (TARS)
- Early Stage 1 supervisors report observation of lessons via the TARS process.
- 100% of students show growth along the Early Arithmetical Strategies and Place Value aspects of the Numeracy Continuum between Term 1 and Term 4 2012.

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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