**Introduction**

The Annual Report for 2015 is provided to the community of Terranora Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.


**Principal:**  
Mr James Hackett

**School contact details:**  
Terranora Public School  
650 Terranora Road  
Terranora, 2486.  
www.terranora-p.schools.nsw.edu.au  
Terranora-p.school@det.nsw.edu.au  
07 5590 4146
Message from the Principal

Terranora Public School is a place of hard work, and challenge, in a spirit of collaboration and cooperation, where students achieve ongoing success. The strategies being implemented by the school to create excellent learning experiences for our students is underpinned by three key elements that are the lifeforce of Terranora Public School:

Character – Our teachers are encouraged to be vulnerable and let their character, passion and personal interests illuminate their classroom. To touch the minds of their students by first touching their hearts. To reveal their strengths as well as their weaknesses. Teachers of character are those that have the greatest impact on our students.

Commitment – The rewards of teaching are only found by giving. Our teachers are committed to providing care and excellence in service to every student. Teachers give sacrificially of themselves. It is only through giving that we receive. Our committed teachers wake up their students with amplified levels of possibility.

Leadership – Our teachers have autonomy in their classroom. They lead the way in translating dull syllabus content into exciting experiential learning. Their bravery to lead will ensure their students are genuinely engaged by the frightening relevance of their lessons.

In 2015, students in Years 3 and 5 undertook the National Assessment Program in Literacy and Numeracy. Terranora Public School continues its longstanding tradition of excellent academic achievement in literacy and numeracy.

The Global Garden Project commenced in 2015. The project is built around the concept of a virtual garden where both indigenous and non-indigenous students utilise technology to teach Aboriginal perspectives to local and overseas students. The inclusion of 21st Century skills through utilising information communication technologies and the internet are key elements of the project.

By working closely with families and early childhood services, our transition to school program facilitated a seamless transition to school. Our individualised program commenced at the Easter Hat Parade and offered over thirty specialised visits to school for preschool children and their parents. Positive relationships have been forged between school staff and preschool children, parents, grandparents and early childhood teachers.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balance and genuine account of the school’s achievements and areas of development.

James Hackett
Principal
School background

School vision statement

At Terranora Public School we believe in ‘Care and Excellence’ within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise.

Terranora Public School has an enrolment of 430 students offering a rich and varied educational program combining academic, sporting, cultural and social opportunities. These provide strong foundations on successful, diverse programs.

Terranora Public School has a far reaching reputation for care and excellence. The school’s academic achievement has been recognised within the school and the wider community. Our exceptional teaching staff encourage high expectations and success in learning for every student. Our student population is well supported by parents and community.

Terranora Public School is part of the Aurora Learning Community (Banora Point High School, Centaur Public School, Terranora Public School) and encourages middle school years to participate in transition to year 7 programs offered by Banora Point High School.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The results of this process indicated that:

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

The staff of our school utilised the School Excellence Framework to drive the progress of our teaching and learning. Through the school plan we established the elements of the School Excellence Framework that the plan addressed and we reflected on our progress. The reflections showed Terranora Public School was working in the areas of delivering, sustaining and growing in the majority of elements. Focus on promoting excellence in all domains in 2016 will be a priority.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The excellence framework reflection in this area identified that positive, respectful relationships and learning cultures are evident among students and staff, promoting wellbeing and ensuring good conditions for student learning. Our school have well-developed and current policies, programs and processes identify, address and monitor student learning needs through both the literacy and numeracy continuums and a variety of assessment tools. Students within the school have personalised learning programs for every child driven by caring and professional teachers.

Our major focus in the domain of Teaching has been empowering a learning environment engaging successful 21st Century learners. An important opportunity has been provided to staff and across educational communities to engage in reflective and collaborative practices that reflect the 21st Century learning environments. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture of quality teaching and learning.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been to lead the support and supervision of all staff using the Performance and Development Framework. The staff has developed their personalised development goals in line with the school strategic directions. The leadership team has lead the school community in policy and procedures that develop the whole child and strengthened school community involvement with networks developing 21st Century learning environments. The leadership team has also been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Empowering a learning environment engaging successful 21\textsuperscript{st} Century Learners

Purpose

To provide the skills and knowledge associated with successful 21\textsuperscript{st} Century fluencies.

To ensure all students are engaged in learning environments to achieve academic success as lifelong learners.

Overall summary of progress

Staff members continue to deepen their understanding of the new history and science syllabuses along with strengthening their implementation of literacy and numeracy syllabuses. Staff members from within the school and across our learning community are leading and supporting others through an effective implementation strategy.

Staff members have undergone reflective teaching practices through PL sessions and classroom teaching and learning activities which have involved inquiry learning, critical and creative thinking, the global garden and ICT capabilities at an individual and collective level. The staff have looked at the use of BYOD for possible implementation in 2016. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff have engaged with the new strategic process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members model 21\textsuperscript{st} Century learning skills within and across the educational community with confidence by the end of 2017.</td>
<td>At the end of 2015 all Terranora Public School staff have gained skills and knowledge associated with successful 21\textsuperscript{st} Century fluencies. This process has occurred through professional learning sessions which have been reflected in teaching practices using inquiry, critical thinking, innovative and problem solving approaches in their classrooms.</td>
<td>&lt;$&gt;</td>
</tr>
<tr>
<td>Staff members are successfully implementing the new history syllabus aligned with 21\textsuperscript{st} Century fluencies.</td>
<td>At the end of 2015 all Terranora Public School staff are familiar with the new History syllabus. A history committee has been formed, in-serviced and follow up given to staff through professional learning. A scope and sequence trial has been created for implementation at the start of 2016.</td>
<td>$ 0</td>
</tr>
</tbody>
</table>
Strategic Direction 1

Next steps

- The use of BYOD for possible implementation in 2016 to reflect 21st Century learning. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.
- Ensure successful implementation of the new History curriculum.
- Regular monitoring, feedback and support are provided and ongoing to all staff involving best practice. This includes embedding critical and creative thinking along with innovative problem solving in all classrooms.
- Library lessons to complement classroom programs through the delivery of the information skills process.
- All students are engaged in classroom activities which reflect current ICT capabilities.
Strategic Direction 2

Personalised learning for every child driven by caring and professional teachers.

Purpose

In order to achieve the personal best of students, teachers as leading learners will work collaboratively to develop expertise to enable them to support and develop the whole child.

Overall summary of progress

All staff have been involved in ongoing participation in the development of policies and classroom practice that develop the whole child.

100% of students needing a classroom adjustment have been catered for through personalised learning plans. All staff have included an adjustment register in their classroom program which has been used for the collection of data in the NCCD.

Staff have had professional learning for the implementation of SENTRAL to access data monitoring progress of individual students in the areas of:

- Personalised learning plans
- Student profiles
- Risk assessments/management
- Behaviour and support plans
- Health care plans
- Well-being notification and monitoring
- Literacy and numeracy continuum tracking
- Attendance

Consistent Learning Support Team meetings ensure that collaborative decisions are made regarding students identified as needing support or at risk. Individualised programs for student well-being have been implemented throughout 2015.
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate resilience and positive behaviour.</td>
<td>Social Skills programs have been implemented consistently throughout the entire year, targeting all ages. Chaplaincy program seasons for growth offered to students experiencing trauma or grief. Availability of Chap Shack 3 lunchtimes as a safe place/alternative to a busy playground for students who need extra support.</td>
<td>$ 20000.00 (Chaplaincy funding)</td>
</tr>
<tr>
<td>Greater student capacity and confidence in all aspects of learning</td>
<td>Teachers/parent dialogue for development of personalised learning plans. Funding support distributed to students with a disability confirmation which is supported 1:1 by a SLSO timetable. SLSO and classroom teacher to support the implementation of the PLP. Semester review meetings held to discuss PLP adjustments required.</td>
<td>$ 123967.00 (Funding Support School Learning Support Officers)</td>
</tr>
</tbody>
</table>

### Next steps

- Ongoing Professional learning aligning adjustments for students with learning difficulties to the NCCD.
- Implementation of policies and programs that develop the whole child as registered with the BOSTES standards.
- Development of a school K-6 report on SENTRAL.
- Introduction phase of the PALS program.
Strategic Direction 3

Effective and collaborative community partnerships promoting care and excellence.

Purpose

Positive learning outcomes for students will be achieved by building effective and collaborative partnerships to support quality professional learning, parental engagement and links with other community organisations.

Overall summary of progress

Throughout 2015 Terranora has built strong partnerships with parents, community organisations, preschools and local schools. Relationships are being strengthened through creating a greater number of opportunities for all stakeholders to be involved with student learning. Whole school initiatives including: The Global Garden Project, The Buddy Bench, Facebook, The School Sporting Program and P&C involvement have strengthened community ties.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Garden</td>
<td>Through collaborations with local Aboriginal members, parents, students, teachers and the local Tweed/Wollumbin AECG we built a learning community that values and provides opportunities to learn about local traditional Aboriginal histories and cultures through the development of a school bush tucker and traditional medicine garden. Through participation in the project teachers participated in professional learning that has developed competency to embed Aboriginal perspectives within all curriculum areas. Students have been provided with opportunities to engage with the local Indigenous community and to develop a shared cultural perspective both locally and globally.</td>
<td>$13819.00 (Global Garden Funding)</td>
</tr>
<tr>
<td>Greater involvement of P&amp;C members</td>
<td>In 2015 P&amp;C executive implemented a new fundraising policy to ensure fair and equitable distribution of resources for all students. There was 40% increase in P&amp;C membership due to the implementation of the policy. The following P&amp;C initiatives: Marketta, Walk-a-thon, Pie Drive, Dads bowling night and BBQ’s enhanced positive relationships between the community and the school.</td>
<td>$0</td>
</tr>
</tbody>
</table>
### Strategic Direction 3

| Sporting program | Relationships were established with expert coaches in golf and tennis resulting in the implementation of a 5 week program for year 4 and year 5 students. Community facilities were utilised to accommodate both programs successfully consolidating strong interpersonal relationships with local professionals. | $12800.00 |

### Next steps

- Stabilise P&C membership numbers ensuring fundraising initiatives are maintained.
- Maintain existing relationship with sports coaches.
- Source other professional coaches in varied sporting fields to offer additional programs to students.
- Continue the global garden Project through maintaining strong and meaningful relationships with the local Indigenous community.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>Strategic Direction 2</td>
<td>All students have an individualised learning plan making progress across the literacy and numeracy continuums</td>
<td>$10334</td>
</tr>
<tr>
<td></td>
<td>Strategic Direction 3</td>
<td>Support between community, school and student members continues to promote care and excellence for all partnerships. Excursions, camps, school resources and technology ensure 100% ATSI student participation</td>
<td></td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Strategic Direction 3</td>
<td>School executive team completed coaching training and practising discussions with stage teams for Professional Development Framework purposes.</td>
<td>$20160</td>
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<tr>
<td>Low level adjustment for disability funding</td>
<td>Strategic Direction 2</td>
<td>All students requiring adjustments and learning support are catered for within class programs and other whole school initiatives. Implementation of class adjustment register for all classrooms ensuring classroom teachers are accountable for National Consistent Collection of Data (NCCD)</td>
<td>$81543 (Total)</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>New scheme teachers have been supported through professional learning. Mentor teacher days with experienced staff have provided opportunities for new teachers to expand quality teaching methodology and pedagogy.</td>
<td>Tied funding Professional Learning $26254 first year teachers $8040.10 second year teachers</td>
<td></td>
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Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

![Student enrolment profile graph]

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
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<td>Male</td>
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Student attendance profile

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State DoE

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Student enrolment profile

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<tr>
<th>Gender</th>
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<th>2010</th>
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<th>2012</th>
<th>2013</th>
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<td>221</td>
<td>227</td>
<td>224</td>
<td>225</td>
<td>222</td>
</tr>
</tbody>
</table>

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</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>Classroom Teacher(s)</td>
<td>13.372</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.62</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.422</td>
</tr>
<tr>
<td>Other positions</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>24.014</td>
</tr>
</tbody>
</table>

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

Two staff members at Terranora Public School identify as Indigenous. The staff as a whole is committed to delivering an inclusive program to increase the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia.

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>Undergraduate degree or diploma</td>
<td>89%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>11%</td>
</tr>
</tbody>
</table>
**Professional Learning**

Major priorities for teacher professional learning detailed in the School Plan are set out below with an emphasis on syllabus implementation in Literacy, Numeracy, Technology, Science and Geography, along with mandatory Professional Learning.

- 30 teachers participating in professional learning activities. Activities included Child Protection Module, Teacher Performance Framework, creating Google Communities, AITSL, working memory, reflective practice, CPR, E-Safety Emergency Care, Reforms and School Planning
- 6 (teachers & executive) participated in COS - ‘Reflective Practitioners, Quality Practice’.
- 4 teachers (Executive) participated in Whole School Planning.
- 2 teachers participated in History Syllabus awareness and implementation.
- 2 teachers participated in BYOD course.

Strategies to build the capacity of the staff to achieve key priorities included using staff expertise at local and district level, allocating professional reading, providing links to professional networks, using Stage meetings to collaboratively share teaching and learning programs and resources, providing regular fortnightly Professional Learning Sessions, accessing available courses to attend in line with school management plan and peer mentoring.

- Average expenditure per teacher on professional learning at school level - $7,260
- Total school expenditure on teacher professional learning - $15,500.62

**Staff Development Days**

- **SDD 1** – Code of Conduct, Anaphylaxis, Face to Face Asthma
- **SDD 2** – COS – Kingscliff Public School – Guest Speaker Steve Francis “Effective Teamwork in Schools” organised by Principals’ Network.
- **SDD 3** – **SDD 4** – Reflective Practice, CPR Update, Practice Observation and Logging Evidence, E-Safety Emergency Care, History Syllabus Overview and Scope and Sequence, DET Reforms and School Planning. Attended by 34 teachers and support staff.

**Teacher Accreditation**

- Numbers of beginning teachers working towards Board of Studies Teaching and Education Standards accreditation at Proficient - 2
- Numbers of beginning teachers maintaining accreditation at Proficient – 2
- Numbers of teachers seeking voluntary accreditation at Highly Accomplished or lead – 0
- Numbers of teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or lead - 0
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>962820.80</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 7 236.21
- Excursions: 85 337.23
- Extracurricular dissections: 66 025.15
- Library: 2 185.38
- Training & development: 0.00
- Tied funds: 23 1780.71
- Casual relief teachers: 112 303.93
- Administration & office: 103 779.26
- School-operated canteen: 0.00
- Utilities: 41 807.17
- Maintenance: 36 893.50
- Trust accounts: 1022.91
- Capital programs: 0.00
- **Total expenditure**: 688371.45

**Balance carried forward**: 274449.35

School performance

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2015, the school sought the opinions of parents, students and teachers about our school. Their responses are presented below:

- A vast majority of parents (96%) agree that the school encourages students to achieve their best.
- Overall, parents and students agree (81%) that the school usually or always knows about families and community in which it serves.
- Teachers and parents agree (84%) that the school continually finds ways to improve what it does.
- Teachers overwhelmingly agree that meeting the needs of students is the main priority.
- Students are overwhelmingly proud of their school.

Policy requirements

**Aboriginal education**

Terranora Public School received funding to support the development of a project to support Indigenous education.

A team of teachers developed an inquiry based Geography unit of work titled The Global Garden Project. The unit was delivered to year 4 students. Students and teachers participated in a one day workshop with Uncle Franc at Fingal Headland where they learned how Indigenous peoples utilized the natural environment in their everyday lives. Students also learned about sustainability and traditional customs. Local Indigenous experts also visited the school to share their knowledge about the use of native plants in Indigenous dance and art. Students also participated in a virtual excursion with the Sydney Botanical Gardens and read texts that told stories of how Indigenous cultures in Australia used different plants in their daily lives. Local elders have been a great support to this program and have provided students with invaluable and insightful learning experiences.
Students created a website to share their learning with schools from around the world and maintained a personal blog about their experiences. Reflective thinking and information literacy skills were developed within an authentic online environment, allowing students to practise their responsible online and cyber-safety skills.

As a result of this project, students can recognise the importance of the environment to the Bundjalung people and how they utilised the natural environment in their day to day lives. Students have developed skills and knowledge related to the Geography, Science and English curriculum along with critical and creative thinking and questioning skills and Interactive Communication Technology skills.

**Multicultural Education and Anti-racism**

Throughout the year students in all classes from Kindergarten through to Year Six have participated in History curriculum that embeds culturally inclusive classroom and school practices. They have explored cultures and countries different to their own in a way that fosters students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. This serves to promote an open and tolerant attitude towards different languages, religions and world views.

Teachers will participate in further professional learning in early 2016 to enhance strategies for embedding multicultural and anti-racism education into their History teaching and learning programs.

This year, the school hosted exchange students from Japan, allowing students to gain an insight into another culture. Our Japanese visitors taught students some traditional Japanese songs and shared stories from their culture. Students from Terranora also shared some of our culture with the Japanese students by welcoming them into their homes and hosting a BBQ.

**Other school programs**

**Sport**

2015 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, AFL and hockey. We also had experts come into the school to run lessons for children from Kinder to Year 6 in various sports such as: Futsal, Gymnastics, Soccer, AFL, Tennis and Skipping.

Terranora PS has numerous PSSA Blues Awards to be presented to students who have achieved the highest level at state competition. This year we have been extremely gifted with an exceptionally talented group of senior students who dominated in a number of sports across the North Coast Region. These students represented not only in one but three North Coast teams. Amongst them were numerous captains of teams as well as players of the match awards and one National Achievement.

Terranora senior boy’s Rugby League Team won a local competition which allowed them to qualify for a carnival in Sydney. It was a great achievement and experience for those involved and they competed strongly in Sydney against some quality opposition.

Terranora PS also had a strong boy’s cricket team and girl’s hockey team this year. Both teams were crowned Far North Coast champions and only just narrowly missed out on North Coast Champions. The girl’s hockey team lost in a drop off and 3 lots of extra time, getting down to only 5 on 5.

The whole school participated in Jump Rope for Heart. This not only increased the skills and fitness levels of all students but also raised much needed funds for The Heart Foundation.

We again took part in the Premier’s Sporting Challenge which allowed our school to increase equipment in classrooms as well as monitor children’s fitness activities. We have purchased new sporting equipment as well as gaining specific equipment through the Coles Sports Program and Woolworths Promotions this year.

The chaplaincy program ran a successful lunch touch competition for students from Year 3 to Year 6 throughout term 4. Students played in mixed teams and competed against each other for some exercise and fun. Students from stage 3 also gained increased knowledge of the game as referees.

We are extremely lucky that we have such dedicated and talented teachers who continue to give up their personal time to coach and support students across a wide range of different sports throughout the year. The relationship that teachers have with parents, who in turn assist with transport, is the reason Terranora students have access to such a plethora of different sports.
**Student Representative Council Message**

Our 2015 Student Representative Council was made up of 11 elected class students from years 2-6. The school year 6 leaders made up the additional 8 positions with a total of 19 students.

The 8 school leaders attended a forum which is an annual event, held at Coolangatta for North Coast students and South East Queensland students. The students made a short iMovie and presented it to the school about recycling and playground rubbish as a follow up project to this forum.

The SRC met 3-4 times a term to discuss leadership initiatives and plan future projects and events.

This year the students were involved in many activities throughout the school as well as being involved in fundraising events. Some of these were Easter raffles, mufti days, ice cream days, cake days as well as school discos. The year 6 leaders organised and ran the school discos.

The SRC has continued to support the local charities and the school with money they have raised. They have also continued their sponsorship of a child through World Vision.

Overall, it was a very productive year with students raising funds to assist the school as well having the opportunity to be a vital part of a school leadership team.