Introduction

The Annual Report for 2015 is provided to the community of Teven-Tintenbar 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.

Ginny Latta
Principal

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School background

**School vision statement**

Our school motto, **Respect-Responsibility-Results**, ensures students are encouraged to continually raise the bar in all areas. This is reflected in our school vision:

*We believe all children are unique.*
*We believe all children are entitled to a differentiated education program that meets their needs and parent aspirations.*
*Our high quality teaching and learning programs will address this. We are here to help your child start their journey in realising their dreams.*

At Teven-Tintenbar Public School:

*Students know their school is a safe, trusting and caring environment*
*Students are valued as individuals, taught by teachers who understand the process of how children learn and cater for the variety of learning styles*
*Students are provided with a connected curriculum with meaningful tasks, quality resources and caring assistance where all students can experience success as learners*
*Relevant informal and formal assessment processes are integral to a productive teaching and learning cycle*
*Staff and student achievements are recognised and publicised appropriately*
School context

Teven-Tintenbar Public School opened on its current site in 1988 after the amalgamation of Teven and Tintenbar Schools. 2015 will see an anticipated enrolment of approximately 130 students. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Richmond Valley Schools Group and is well supported within the district by its community. The school population reflects the diversity of the enrolment feeder area surrounding the school. Approximately 8% of our students come from a non–English speaking background, while approximately 2% are of Aboriginal or Torres Strait Island background. The school promotes understanding and tolerance and provides a happy and productive environment for its diverse student population. Our school is a Kids Matter and Better Buddies school. Our NAPLAN results indicate several focus areas for 2015-2017. Our school programs support a diverse range of learning needs across the school. Our school has a balance of experienced and early career staff. Parents are becoming increasingly aware of the importance of engaging with our school to support their children.

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.

Excellence in learning

The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students’ capabilities and needs to plan for students’ learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children’s education.

Excellence in teaching

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other’s practices.

Excellence in leading

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school’s planned and proactive engagement with the parent and broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Strategic Direction 1

Excellence in Learning

Purpose

To engage parents as active partners in children’s learning in a supportive school environment
To differentiate the learning so all students can fairly access the curriculum
To personalise the learning for each child so they have the opportunity to achieve their best
To incorporate 21st Century learning & skills in all KLAs.
To build resilient children who are self-directed learners and critical thinkers
To develop a culture of student voice

Overall summary of progress

Our school is on track to achieve 40% student growth in school-based assessments at the completion of each year in all key learning.

In 2015 we have seen an increase in parent participation in our school-home learning partnerships to support engagement in student learning and wellbeing programs at the school. This is particular evident in the introduction of our Multi-lit and Mini-lit reading programs. Increased numbers of parents have also participated in workshops addressing Focus on Reading and KidsMatter

We have seen an improvement on current policies, programs and processes to support teachers in identifying, addressing and monitoring student learning needs through the introduction of our Visible Learning Staff Training. At these meetings, teachers use consistency in teacher judgement to assess and then plan for student writing.

Personalized Writing Folders where children self-assess and plan for their writing based on clusters has been introduced in senior classes. We are on track to have assessment capable learners by end 2017.
Strategic Direction 1

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>To achieve 40% student growth in school-based assessments at the completion of each year in all key learning.</td>
<td>Effect size shows 25% growth in writing in all classes K-6. Introduction of Multi-lit and Mini-lit programs has seen an improvement in reading skills and student confidence. Programs established in writing in years 3-6 with view to students becoming assessment capable learners.</td>
<td>$20,000</td>
</tr>
<tr>
<td>The school achieves at least 30% of students achieving at high levels of performance on external performance measures.</td>
<td>In year 3, the percentages of students achieving in bands 5 and 6 were: Reading (71%), Numeracy (63%), Spelling (70%), Grammar &amp; Punctuation (92%), Writing (85%). In Year 5, the percentages of students achieving in bands 7 and 8 were reading (59%), Numeracy (32%), Spelling (53%), Grammar &amp; Punctuation (46%), Writing (33%).</td>
<td></td>
</tr>
</tbody>
</table>

Next steps

To establish a Family-School reference group (including students, staff and parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school.

To increase parent participation in our school-home learning partnerships to support engagement in student learning and wellbeing programs at the school.

To improve on current policies, programs and processes to support teachers in identifying, addressing and monitoring student learning needs.
Excellence in Teaching

Purpose

To ensure teaching and learning programs at TTPS are driven by data and are evidence based.

Teachers collaboratively and independently evaluating the effectiveness of their teaching practices.

To develop a culture of shared responsibility for student improvement.

All teachers contributing to the learning culture of the school.

Overall summary of progress

Quality teaching and professional practice are becoming more evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Parents have participated in communications with the school which has provided them with an understanding of what their children are learning and receive regular information to support progression to the next level.

There are Data walls evident in all classrooms. These data walls drive student learning and teacher programs.

Teachers assess writing samples of peer classes on a regular basis and a teaching plan is then derived.

<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>Implementation of Performance Development Framework, including Peer teaching reviews</td>
<td>Teacher peer reviews of class practice are embedded in school procedures. Teachers are clearly articulating their performance goals</td>
<td>$15,000</td>
</tr>
<tr>
<td>Evidence of student voice in feedback between teachers-students and students-students</td>
<td>Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.</td>
<td></td>
</tr>
</tbody>
</table>

Next steps

Data walls and 'walls that teach' become embedded in school culture

Talking partners, accountable talk and consistent language in all areas

Bank of Learning Intentions and Success Criteria

Culture of students monitoring learning through feedback by teachers, peers and self
Strategic Direction 3

Excellence in Leadership

Purpose

To build a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
To develop a culture of planned and proactive engagement with parents and the broader community.
To ensure that operational issues serve the overarching strategic vision of the school community.
To support learning at all levels.

Overall summary of progress

Staff is committed to, and can articulate the purpose of, each strategic direction in the school plan.
All staff has individual professional learning plans with specific goals that guide the development of their professional practice and result in the improvement of student learning outcomes.
School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teaching programs.
Confident, passionate and motivated staff who strive to continuously improve and will embrace change in a positive manner.

<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>Increased number of opportunities for parents to engage with the school community.</td>
<td>Several parent workshops were provided in the areas of Assessment &amp; Reporting, Focus on Reading and Visible Learning</td>
<td>$20,000</td>
</tr>
<tr>
<td>Increased numbers of parents participating in school activities</td>
<td>Over 20 parents (1/5th of school community) are involved in different class and school programs.</td>
<td></td>
</tr>
<tr>
<td>All executive and teaching staff has individual professional learning plans with specific goals that guides the development of their professional practice and results in the improvement of student learning outcomes.</td>
<td>All teaching and executive staff have set goals and reflected on their milestones in achieving their goals.</td>
<td></td>
</tr>
<tr>
<td>School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teacher programs.</td>
<td>There are regular staff meetings where worksamples are assessed and then teaching programs are adjusted to meet gaps in learning. PLAN data is used to needs based program</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Direction 3

Next steps

Embedding of learning intentions and success criteria in school culture
Teacher peer collaboration and lesson study
Students monitor own achievements through teaching of authentic feedback skills
Effective student-student and student-parent talk about learning

Key initiatives and other school focus areas

This section includes:
- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All aboriginal students were proficient in all areas of NAPLAN tests.</td>
<td>$955</td>
</tr>
<tr>
<td><strong>Improve the quality of teaching and learning for Aboriginal students</strong></td>
<td>Multi-lit and mini-lit program used as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Multi-lit and mini-lit program used as needed.</td>
<td>$2584</td>
</tr>
<tr>
<td><strong>Increased EAL/D students’ English language proficiency</strong></td>
<td>Learning and Support Teacher (LAST) working with class teacher (CRT) to inform teaching and learning programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>No students in our school attract this funding</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Multi-lit and mini-lit program used as needed.</td>
<td>$6816</td>
</tr>
<tr>
<td><strong>Improved the quality of teaching and learning</strong></td>
<td>Learning and Support Teacher (LAST) working with class teacher (CRT) to inform teaching and learning programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Multi-lit and mini-lit program used as needed.</td>
<td>$9413</td>
</tr>
<tr>
<td><strong>Improved professional learning programs to address learner diversity in classrooms, including the provision of support teachers in recognising and responding to students’ additional learning needs.</strong></td>
<td>Learning and Support Teacher (LAST) working with class teacher (CRT) to inform teaching and learning programs</td>
<td></td>
</tr>
</tbody>
</table>
Support for beginning teachers
Beginning teachers have reduced responsibilities and teaching loads sufficient to support the development of their skills in the first year
Beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school
Mentoring structures and collaborative practices support beginning teachers within the school and teacher mentors have access to specific training and the flexibility in their teaching responsibilities to support classroom observation and provide structured feedback
$13127

Other school focus areas
Impact achieved this year
Resources (annual)
Quality Teaching, Successful Students
Creation of collaborative practices in the school and/or across a number of schools to allow teachers to jointly plan and observe each other’s lessons, and develop units of work and assessment tasks
Teachers work together to analyse student data
The establishment of mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management
Comprehensive and focused support for teachers with the accreditation processes and the new Performance and Development Framework.
$5000

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>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>8.3</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 there were no staff who identified as being Aboriginal.

**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>80</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>20</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Four Teachers have maintained their accreditation at proficient.

Three teachers are seeking voluntary accreditation at Highly Accomplished.

One beginning teacher was appointed to our school in 2015. He has been provided a mentor to support his introduction to the teaching profession.

Teachers have undertaken training in KidsMatter, Visible Learning, Best Practice Professional Learning and Bounce Back.

The average cost of professional learning provided to each teacher was $1500.
**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.

**Financial summary for 229 (SAP) schools**

<table>
<thead>
<tr>
<th></th>
<th>2015 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td></td>
</tr>
<tr>
<td>Revenue (10609)</td>
<td>1,129,455</td>
</tr>
<tr>
<td>Appropriation</td>
<td>1,056,455</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>1180</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>70,611</td>
</tr>
<tr>
<td>Other revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment income</td>
<td>1280</td>
</tr>
<tr>
<td><strong>Expenses (106010)</strong></td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,111,248</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>982,792</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>128,455</td>
</tr>
<tr>
<td><strong>Surplus/ Deficit for the year</strong></td>
<td>18,208</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>6,414</td>
</tr>
</tbody>
</table>
**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.
Policy requirements

Aboriginal education

There is targeting of resources and professional learning to promote quality teaching. Aboriginal perspectives and content are included in all Key Learning Areas.

Multicultural Education and Anti-racism

Our school has culturally inclusive classroom and school practices. Teaching and learning programs foster students’ understanding of culture, cultural diversity, racism and active citizens.
Parent/caregiver, student, teacher satisfaction

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

In 2015, the school used the School Excellence Framework as a survey tool to gauge parent opinions.

The results are as follows.

What we do well:
There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.
The school leadership team engages the school community in reflecting on student performance data.
There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

What we can do better:
Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
Physical learning spaces are used flexibly, and technology is accessible to staff and students.
There are opportunities for students and the community to provide constructive feedback on school practices and procedures.
Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Farewell Year 6- We wish you every success.