Telarah Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

In December 2010 there were 517 students enrolled, 263 boys and 254 girls. In the attached Departmental Pre School a total of 67 children were enrolled. The Early Intervention Support Class had 14 students, spread between sessional classes and an outreach program. In 2010 we had 20 classes kindergarten to year 6.

The average class sizes were:

- Early Stage 1: 17
- Stage 1: 22
- Stage 2: 27
- Stage 3: 28

Staff

In 2010 we had 32.38 members of the Teaching staff and 7.062 School Administrative Support staff. Additionally, 11 part-time School Learning Support Officers (Special) were employed under the Funding Support Program for children with diagnosed disabilities.

We have 6 executive positions in our overall staffing complement. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives

The school ran a number of programs during 2010. These included:

- Priority Schools Program (PSP)
- Aboriginal Education Program
- Reading Recovery Program
- Student Leadership/School Parliament
- Public Speaking and Debating Program
- Support Teacher Learning Assistance 3 L Ready Program
- Numeracy at Home Program
- Science Extravaganza
- Cultural programs including choir, musical, starstruck, singing assembly, guitar, brass and drum activities.
- Chess
- Tournament of Minds

Messages

Principal's message

Telarah Public School is a very special place. At Telarah Public School we value effective, quality learning for all. At the core of our beliefs is that the school must be a safe and happy environment to encourage and facilitate student learning and achievement. These beliefs are made real by a dedicated and committed team of teachers, Learning Support Officers and Admin staff.

Considerable success has been achieved in 2010 by Telarah Public School students. Quality outcomes in academic, cultural and sporting activities are clearly evident across the broad spectrum of the school. The building of a new library and three new classrooms will make a huge impact on the school learning environment 2011.

In 2011 Telarah Public School will again participate in the Priority School Program (PSP) and will consolidate its approaches to effective numeracy teaching as part of the National Partnership program.

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.

John Millburn

P & C message

Telarah Public School P&C Association has strived during 2010 to support the school and its vision of providing the best education possible for our children. Our members continue to work hard in classrooms, the canteen, the uniform shop and by supporting school functions.

Annually, we conduct fundraising activities which allow us to provide much needed classroom aids, playground equipment and educational resources for the school.

The canteen continues its flourishing success. The canteen committee and our canteen supervisor Mrs Karen Clarke, continue to provide a wonderful canteen service to the school.
Major fundraising activities held in 2010 included pie drives, Mother’s and Father’s Day stalls, Gold Coast Holiday Raffle, Entertainment books, discos, Easter competition, and a great Carols by Twilight evening.

I would like to thank all committee members and parent helpers for your time, commitment and hard work during 2010.

Kylie Singer

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

The student enrolment at the beginning of 2010 was 520 (P-6). It is anticipated that the enrolment numbers in 2011 will be the same as in 2010. Of our total school population, approximately 10% are of Aboriginal descent.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>285</td>
<td>252</td>
<td>251</td>
<td>262</td>
<td>240</td>
</tr>
<tr>
<td>Female</td>
<td>296</td>
<td>282</td>
<td>270</td>
<td>250</td>
<td>230</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Student non-attendance is managed in a number of ways, namely:

- follow-up by the class teacher through telephone contact or letter;
- telephone or written contact from the deputy principal or principal;
- monitoring by the school attendance team consisting of the deputy principal, a teacher and a school learning support officer; and
- meetings between school staff, the home-school liaison officer and parents to proactively manage the issue. If all the above strategies are unsuccessful, then a formal referral to the home-school liaison officer is made. In 2010 this has resulted in several formal attendance programs being implemented.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>1/2J</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1O</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>5-6W</td>
<td>6</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>5D</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
Our class structure is enhanced by the use of a PSP staffing entitlement which allows us to create an extra class for the purpose of maintaining smaller class sizes.

Enrolments are almost evenly distributed between boys and girls.

**Structure of classes**
Classes at Telarah are formed as parallel classes in grade groups. Some composite classes are necessary.

![Enrolments graph]

**Staff information**

**Staff establishment**
The school has 30.38 teaching positions and 7.062 school administrative support staff allocated in 2010.

The teacher librarian works with all children to promote the development of reading and research skills. Students with specific learning needs are supported by the support teacher learning assistance team which also included teachers having responsibility for the Reading Recovery program.

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Two Aboriginal teachers work in the school. One Aboriginal Home School Liaison Officer is employed 2 days per week and an Aboriginal Education worker is also employed for 6 hours per week.

**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>15</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><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>211425</td>
</tr>
<tr>
<td>Global funds</td>
<td>316418</td>
</tr>
<tr>
<td>Tied funds</td>
<td>274346</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>173409</td>
</tr>
<tr>
<td>Interest</td>
<td>11411</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14832</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1001843</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14439</td>
</tr>
<tr>
<td>Excursions</td>
<td>51564</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>77655</td>
</tr>
<tr>
<td>Library</td>
<td>6702</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0</td>
</tr>
<tr>
<td>Tied funds</td>
<td>331707</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>78527</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>79688</td>
</tr>
<tr>
<td>Utilities</td>
<td>82261</td>
</tr>
<tr>
<td>Maintenance</td>
<td>37929</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14999</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20086</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>750 457.67</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>211 425.06</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 2010

Achievements

Arts
Telarah Public School has a strong commitment to the creative and performing arts. Features of 2010 include:

- Musical skills developed in staff and students through participation in two Musica Viva concerts. Students worked through a series of differentiated music lessons, supported by staff training that allowed the students participate with knowledge and enthusiasm in the culminating concerts.

- The rich task of performing in the whole school musical 'Circus Splendida' involved all students across all classes acting, singing, building props, making stage scenery, acting as stage hands and designing costumes. Three performances showcased the talents of our great students.

- Dance continued to be a feature as we again used an expert dance teacher, Mrs Akhurst, to instruct all classes. Access to dance was extended to all, as it was offered as lunchtime activity on a daily basis and extra tuition was given to a troupe of dancers for the musical. Our dancing prowess was again rewarded this year with the school being selected to perform in two items in Starstruck. We have also been invited to audition for the 2011 Starstruck choir.

- Learning to play music at school has continued to become part of the culture at Telarah, with the brass, guitar and drumming groups being maintained and a recorder club being introduced during lunchtime. The Songroom Program supported all of the activities. Music students were also involved in an at-school intensive music camp in term 1. These groups have begun to perform more regularly to the school and other audiences.

- Singing in the context of the primary choir has flourished. The weekly K-2 singing assembly has been most successful.

- Quality displays of visual arts have featured in our hall this year with contributions from all classes for the musical Easter and Christmas functions. All classes have visited the Maitland Regional Art Gallery in accordance with our partnership with them. At the inaugural children's exhibition 'Faces', the work of three of our students was on displayed in this beautiful, state of the art gallery.

Sport
Telarah had another productive year in the Personal Development/Health/PE area. Highlights for 2010 included,

- The performance of the senior girls' soccer team coached by Mr Willcocks and Mrs Hunter and captained maturely by Kalista Hunter. The girls were placed third in the state overall.

- The boys soccer team reached the final sixteen in the boys state soccer knock-out.

- The outstanding individual performance for this year was Derrick Vale who was placed fourth in Australia for shot-put in the eleven year age group. Glen Stace made the state level for the 100 metres and was placed seventh.

During 2010 Telarah students participated in many programs including;

- Structured Play - a support program which runs during lunchtime;

- Weekly school internal sports programs;

- Coaching clinics delivered by external sporting groups in cricket, AFL, basketball and tennis

- Intensive Swimming Scheme;

- Athletics and swimming carnivals;

- Transition Indoor Sport Gala Day for Yr 6 transitioning to Rutherford Technology High School;

- State KO's in soccer, touch football, rugby league, cricket, netball, basketball and hockey.

- The Active After School Program operated very successfully throughout the year, offering free sport activities to around 40 children on two afternoons a week.

- Ten of our students attended the Maitland District Drama Festival. Two of our students then went onto the Regional Showcase Finals in Newcastle.
Daily PE programs operated in the K-2 area and a large investment in equipment for regular class PE across the school has been made for 2011.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in 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**
Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Progress in numeracy

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>90</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>94</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>81</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>93</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>89</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>82</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Knowledge and understanding of Aboriginal culture is taught across the curriculum. The school has developed personalised learning plans for identifying the specific needs of Aboriginal students and tracking their progress. The drafting and reviews of these plans were well attended by parents involved.
The school is well resourced with materials to teach effectively and ensure all students acquire knowledge and understanding of Aboriginal history and culture.

Our Aboriginal HSLO, Lisa McLennan has established and developed strong links with our Aboriginal families and continues to be a great support to staff and an advocate for children and families.

Telarah Public School students participated in the following activities that promoted Aboriginal education:

- All students Pre-school to Year 6 joined in cultural activities as part of their observance of National Aboriginal and Islander Day;
- Acknowledgement of Country statements were written and delivered by Aboriginal students and staff at a variety of functions;
- An inaugural Welcome to Country ceremony and barbecue was held in December. A wonderful evening of respect and sharing which was attended by over 23 families.
- Two indigenous dance groups operated on a weekly basis throughout the year, with 65 children involved. 12 students began learning to play the didgeridoo, with 4 now at performance level.
- Two Norta-norta aides were employed to work with our indigenous students in classrooms.
- We had staff delegates representing us on the local and regional Aboriginal Educational Consultative Group.

2011 Telarah Public School will continue to implement the new Aboriginal Education Training Strategy.

Multicultural education

Multicultural perspectives were incorporated across the curriculum and were integrated in relevant scope and sequence plans.

This was achieved by;

- Anti-racism being addressed through HSIE and Literacy units such The Cay.
- Exposure to different cultures through creative arts experiences such as Musica Viva, music and drama.
- Students participating in the District Multicultural Public Speaking Competition; and
- Stage 2 and 3 classes working through an exciting unit on The World Cup, focusing on Africa.

Student Leadership

Our captains and prefects provided great leadership within the school community and were role models for their fellow students. Involvement included:

- Leadership and ministerial roles within the school parliament, where leaders had an increasingly active role in school decision making this year;
- Attending the National Young Leaders conference at Sydney Entertainment Centre;
- Representing the school at Maitland City Council Local Government Week breakfast;
- Assistance with school discos and out of uniform fundraisers.
- Participated in a formal wreath laying ceremony at the Australian War Memorial.

Respect and responsibility

The Telarah PS whole school awards scheme is designed to recognise and reward consistent, diligent and praiseworthy students. Individual class systems are designed to facilitate a whole school approach based on the green WOW Award cards. These cards reflect the pedagogy of the Five Foundations (Keys) for Achievement and Social-Emotional Well-Being within the “You Can Do It” program.

Students are recognised and receive WOW Awards, at any time, for various academic and sporting achievements, participation and success throughout the year. When a student has collected 5 WOW Awards they may be traded for a bronze award with their classroom teacher. Bronze awards are then presented at the weekly stage assemblies.

When a student has collected 5 bronze awards they may then be traded for a silver award. 5 silver awards can be exchanged for a gold award and 2 gold awards then entitle the student to the prestigious Telarah Excellence Award.

On average over 100 silver awards were issued each term and a number of students have received gold awards this year.
Priority Schools Program

The Priority Schools Program [PSP] has funded a number of initiatives during 2010. A continued focus on literacy occurred, with the extension of the Accelerated Literacy program to Year 2 classes and other untrained teachers across the senior grades.

All staff on Kindergarten in 2011 will be trained in L3, with Year 1 teachers also trained in some powerful L3 practices. Excellent NAPLAN results from our Year 3 in reading reflected the influence of our first year of L3 implementation in 2007.

K-2 classes continued to implement the Targeting Numeracy Teaching program this year. Teachers are now familiar with the program and are working on more consistent assessment regimes and collegial discussion about practice.

PSP funds have continued to support the Speech Pathology in Schools program, a cooperative venture with the University of Newcastle. Under this program, university students under the supervision of a clinical lecturer, work to provide assessment and teaching programs for children across the school.

National partnership programs

Telarah entered its second year of National Partnership Numeracy in 2010. Extensive professional learning occurred around the Taking Off With Numeracy Framework. This was well supported by a systematic and highly effective implementation of the Quick smart Program.

Results in the short term have been encouraging with significant improvements being obvious across all strands of mathematics.

Connected learning

A connected classroom was installed this year in what will become the Multi Purpose Technology Space. Interactive Whiteboards continue to be used in all rooms to maximize student engagement and student learning.

Gifted and Talented Programs

In 2010 a formal GATS committee formed and examined the identification processes and opportunities offered to gifted and talented students at Telarah PS. These processes will be updated and refined for use in 2011.

Chess

The chess program entered its fifth year in 2010. 24% of our primary students played competitive chess at zone level or higher, with 66 students representing the school in the NSW Junior Chess League Competition, and 27 students competing at the one-day tournament in Newcastle.

Our Kings (first) division team achieved first place in the zone and regional competitions and made the quarterfinals of the NSW Junior Chess League Country Competition. Three teams (12 students) represented their zone at the regional level having being placed first, second and third in the Zone Rookies (beginners) competition.

Tournament of Minds

Eight teams of seven students (from Years 2 to 6) entered. Students dedicated two afternoons after school per week to solve complex challenges and lateral thinking problems. The experience of our fifth year in the competition was demonstrated by our White Team (Maths and Engineering Challenge) receiving Tournament Honours from the judges at the Regional Finals held at the University of Newcastle in Term 3.

Public Speaking

In 2010, Telarah Public School hosted the zone competitions for the Regional Public Speaking Competition and the Multicultural Perspectives Competitions. This enabled our students to benefit from observing quality speakers. Sophia Devine was awarded first place (Early Stage 1), and Melissa Travis and Emily Watt received Highly Commended Awards (Stage 3) of the twelve students who entered these competitions.

Debating

Twenty-two students from Stage 3 accessed debagting training from RTHS students. Ten students represented their school in the Zone competition where our year 6 team was undefeated in the zone. This team, comprising Emily Watt, Melissa Travis, Kalista Hunter, Callum Ritchie and Elizabeth Waugh, were narrowly defeated in the regional final.
Hunter & Central Coast Gifted and Talented Camp

Nine students were selected to represent Telarah at the Gifted and Talented Camp in July. Kalista Hunter (Literacy), Thomas Golding (Numeracy), Bradley Edwards and Kodie Hardy (Science) and Emma Andrews and Emily Watt (Visual Arts) participated in activities designed to extend and challenge.

Gifted and Talented Maths and Science Workshops

Telarah PS hosted one of three workshop days. Seven year 5 students spent half a day involved in group problem solving, critical thinking and measurement and graphing tasks.

Science

Big Blokes and Little Blokes Science Night was held at the end of term 2 in the school hall. The school community was invited to attend an evening of hands on science activities. Families investigated surface tension, optical illusions, sound, made Cartesian divers, pinwheels and played with rocket balloons. Attendance was well up on last year and families could take a break from construction to enjoy a sausage sizzle. A great night!

A whole school focus on Science in term 2 culminated in a display of science work, from Rube-Goldberg machines to non-motorised cars, musical instruments to texture pictures. All students from Preschool to Year 6 had work on display.

Premier’s Reading Challenge

The Premier’s Reading Challenge is an annual event aimed at encouraging students to increase their reading of high quality, age appropriate texts. The challenge runs from February to September each year.

In kindergarten to year 2, students must read, or have read to them, thirty books. In year 3 to year 6, students must read 20 books. Of these books, the majority come from a prescribed list and students may include 5 personal choice texts. The texts provide many opportunities for classroom discussions about quality language, and expose children to a wider range of books than they might otherwise choose for themselves.

In 2010, 320 students successfully completed the Premier’s Reading Challenge. The challenge was supported by Mrs Kerrie Smith in the school library, and by Mrs Tammy Hunter who provided class sets of books through Maitland City Library. Students of all ages expressed a great deal of enthusiasm for the texts they were reading. The successful participants were awarded a certificate late in term 4.
Progress on 2010 targets

Strategies to achieve the 2010 targets were incorporated in the school’s 2010 action plans. Resources were allocated to train staff, purchase equipment and provide for quality consultancy support.

**Target 1**

To improve numeracy outcomes for all students through explicit teaching resulting in an increase of 5% of students reaching the National Benchmark Target.

Our achievements include:

- Achievement of excellent NAPLAN results. In Year 3, an increase of 6% achieved the national Benchmark while in year 5 an increase of 2% achieved the national benchmark.
- Implementing the Taking Off With Numeracy Program in stages 2 & 3. This saw professional learning occurring across stage two and three, explicit teaching strategies being implemented in all classes and team teaching, mentoring and modeling occurring in a strategic manner. Results indicate that the combination of approaches have been highly successful in relation to student outcomes and teacher practice.
- Implementation the Quicksmart program so that targeted students in Stages 2 and 3 who need extra support in numeracy were included. Pre and post assessment results show that every child made significant improvement in their recall and mastery of basic facts and problem solving, and
- A focus on early numeracy skills in the K-2 section of the school has improved students outcomes. Quality meetings, the use a comprehensive scope and sequence and excellent professional learning has given much traction to the approach.

**Target 2**

**Literacy**

To improve performance in writing across the school, and by 1.5% in years 3 and 5, as measured by external assessment.

Our achievements include,

- Establishing a teaching culture which supports and monitors the use of guided writing groups. Criterion based targets in punctuation and sentence structures were developed and the students assessed against these criteria.
- Achievement of excellent NAPLAN results. In year 3, 3% more students scored in the top three bands while in year 5, 10% more achieved in the top three bands.
- The training of year 2 staff and support staff in Accelerated Literacy and the maintenance of Accelerated Literacy in Stages 2 and 3, and
- A clear focusing on the writing of description occurred across the school in term one. This saw much collaborative planning and the design of common assessment tasks.

**Target 3**

**Student Engagement and Retention**

To continue to improve the attendance of students through a whole school approach to monitoring behaviour and community based programs.

Our achievements include,

- The attendance team monitoring students with 85% or less attendance so that referrals for HSLO intervention occurred in a timely manner.
- The increasing use of ESR Welfare software by staff so that student behaviour is tracked.
- The development of a whole school program which saw community members sharing their life/vocational experiences with children.

**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 Learning and Literacy.

**Educational and management practice**

**Culture**

**Background**

All students and 15 staff were surveyed. Parents were surveyed using a telephone survey conducted by an administration assistant. Over 103 families were surveyed which represented over one quarter of the families in the school.
Findings and conclusions

- 81% of students felt their teacher usually helped them learn.
- 81% of students usually felt proud of their school with a further 14% feeling this way sometimes.
- 73% of students indicated that their teacher rewarded students who do well while a further 20% felt this happened sometimes.
- 96% of parents surveyed that the school praised and rewarded successful students.
- 96% parents surveyed felt the school encouraged their child to learn.
- 99% of parents surveyed felt proud of Telarah Public School.
- 93% of staff surveyed felt proud of their school.
- 91% of staff surveyed felt that meeting the needs of students was their main priority.
- 72% of staff surveyed felt the school leaders had a positive influence on school culture.
- 28% of staff surveyed felt that the school makes important changes to what it does when necessary.

Future directions

As a result of this evaluation, the school will:
- Maintain quality programs which foster school pride.
- Investigate the role and status of school leaders in the school, and
- Work to ensure the school is responsive to changing needs.

Curriculum

Literacy

Background

All students and 15 staff were surveyed. Parents were surveyed using a telephone survey conducted by an administration assistant. Over 103 families were surveyed which represented over one quarter of the families in the school.

Findings and conclusions

- 85% of students felt they were getting better at reading and writing.
- 93% appreciated that the literacy session was an important part of each day.
- 54% of students felt they enjoyed reading and writing activities.
- 20% of student felt their teacher rarely told them how they were progressing in literacy.
- 90% of parents surveyed felt their child had developed new skills in reading, writing and talking and listening.
- 92% of parents surveyed felt confident to assist their child with literacy activities and 90% valued home reading highly.
- 65% of parents surveyed indicated they understood how literacy was taught at school.
- 100% of staff surveyed felt confident when planning and assessing all strands of literacy.
- 86% of staff surveyed felt they were satisfied with the progress their students had made.
- 100% of staff surveyed indicated their students enjoyed the literacy session.
- 21% of staff surveyed, sometimes used technology to assist with the teaching of reading.

Future directions

As a result of this evaluation, the school will:
- Initiate information session on the teaching of literacy at Telarah Public School.
- Investigate the engagement levels of students in the literacy sessions with a view to improving the enjoyment of students during the literacy session.
- Initiate classroom practices which allow effective student feedback to occur.
- Ensure staff professional learning meets and extends individual competencies in technology.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All students and 15 staff were surveyed. Parents were surveyed using a telephone survey conducted by an administration assistant. Over 103 families were surveyed which represented over one quarter of the families in the school.

- 97% of parents surveyed felt that the school treated their child fairly. 58% of students felt their teacher treated them fairly all the time with a further 33% feeling this happens sometimes.
91% of parents surveyed felt that they were listened to by staff. 62% of students felt that their teacher listened to them usually.

82% percent of students felt that school was a place they liked to go each day.

96% of parents surveyed felt that the school tried its best to meet the learning needs of their children. 58% of students indicated that they usually knew how to cope with the work.

70% of parents surveyed felt that Telarah staff were always approachable while 20% indicated this was the case most of the time.

70% of students felt that what they learn at school will be useful to them when they leave school.

As a result of these evaluations, the school will:

- Maintain the current level of support for individual and group learning.
- Investigate and initiate opportunities which promote student voice.
- Ensure student welfare, student learning and student progress is central to all we do.

### Professional learning

All staff participated in professional learning in one or more of the following areas:

- Technology
- Child Protection
- Cardio Pulmonary Resuscitation
- Accelerated Literacy
- Taking off With Numeracy
- Quick Smart
- Targeting Numeracy Teaching
- Best Start training
- Reading Recovery
- Support Teacher Learning Assistance
- Anti Racism Officer Training
- Connected Classrooms
- Blog Ed
- SASS training

### School development 2009 – 2011

A strategic plan has been developed for the period 2009-2011. The four strategic areas to be targeted under this plan are literacy, numeracy, student engagement and retention, and Aboriginal education and training. Additionally, aspects of the strategic areas of teacher quality and connected learning will be reflected in the four targeted strategic areas.

### Targets for 2011

#### Target 1

For average growth in all areas of literacy to exceed state growth, with at least 75% of students achieving in the 25th percentile or above and at least 50% achieving expected growth.

Strategies to achieve this target include:

- Developing quality teaching strategies for building reading comprehension levels.
- Increasing students’ experiences in the field of persuasive texts by having a festival of speech across the school.
- Fostering explicit quality criteria for each literacy lesson to be made plain for all students.

Our success will be measured by:

- Implementation rates of Accelerated Literacy.
- Classes reaching minimum independent reading levels, and
- Lesson purpose being more widely articulated by teachers.

#### Target 2

For average growth in all areas of numeracy to exceed state growth, with at least 75% of students achieving in the 25th percentile or above and at least 50% achieving expected growth.

Strategies to achieve this target include:

- Implementing Mathletics effectively,
- Enhancing numeracy instruction through the targeted professional learning and explicit numeracy programs, and
- Maintaining the numeracy framework central to Taking Off With Numeracy(TOWN) and Targeting Numeracy Teaching(TNT).
Our success will be measured by:
- numeracy results in NAPLAN improving by at least three marks on average;
- Best Start assessment will give Kindergarten a benchmark at the beginning of students’ schooling, and
- Teachers improving their teaching skills in all aspects of numeracy teaching.

Target 3
To continue to improve the attendance, behavior and engagement of all students.
Strategies to achieve this target include,
- Monitoring attendance and utilising specific strategies for students with less than 85% attendance,
- Continuing the WOW award system, and
- Using evidence based approaches to improving student engagement in learning.

Our success will be measured by,
- Improved rates of attendance by all students.
- Increased numbers of students progressing through the WEOW award system, and
- Increased numbers of students displaying engaged behaviours in the class room setting.

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.

John Millburn Principal
Janice Fleming Teacher
Anne Kelly Assistant Principal
Mary Ritchie Parent Representative

School contact information
Telarah Public School
Raymond Street
Telarah NSW 2320
Ph: 02 49328477
Fax: 02 49324475
Email: telarah-p.school@det.nsw.edu.au
Web: www.telarah-p.schools.nsw.edu.au
School Code: 2177

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