Telarah Public School

Telarah Public School aims to work in partnership with its community, developing partnerships with parents, the business sector and external agencies that support children. 2014 was an exciting year with the school reinvigorating a band program, initiating a facility dog program and launching the Stephanie Alexander Kitchen Garden Foundation program at the school. Positive Behaviour for Learning continued to grow with many students receiving the first ever PBL badges towards the end of the school year.

Programs in the arts, sport and technology were again strong in 2014. Initiatives to support students with disabilities were enhanced as changes made to the way school are funded provided additional resources and opportunities. The school employed a teacher to run culturally specific lessons for Aboriginal students including dance. The Aboriginal Education Committee meetings held throughout the year were well attended.

Telarah Public School is a school that is always looking for ways to improve and better cater for the needs of the community it serves.

Our school at a glance

Student information

At the time of the student enrolment census in 2014 our school had the equivalent of 515 students. This includes 79 Preschool students who count as 0.5 toward the total number of students and 24 students enrolled in the Early Intervention Unit or the support class for students with emotional disturbances.

Student enrolment profile

![Enrolments](image)

<table>
<thead>
<tr>
<th>Year</th>
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<th>2013</th>
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State DEC

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<td>94.7</td>
<td>94.8</td>
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Student attendance profile

Workforce information

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

Workforce composition

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
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<td>Assistant Principal(s)</td>
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<td>Head Teachers</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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</table>

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

The school has one teacher who is Aboriginal, one full time Aboriginal Community Liaison Officer and employs a casual SLSO to teach Aboriginal Culture and Dance.

Teacher qualifications


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

<table>
<thead>
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<th>Qualifications</th>
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<td>Postgraduate</td>
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**Professional learning and teacher accreditation**

Throughout 2014 a number of teachers were working towards their accreditation with the Australian Institute of Teachers. Teachers at the school have realized that there is a need to refine these processes in the school as it becomes necessary for all teachers to become accredited and maintain it.

Throughout 2014 teachers participated in professional learning in the following areas;

- Positive Behaviour for Learning
- Learning Support
- Accelerated Literacy
- L3 – Language Literacy and Learning
- Live Life Well @ School
- Stephanie Alexander Kitchen Garden Foundation Program
- Reflective Practices
- Positive Parenting Program

This is not an exhaustive list.

**Beginning Teachers**

In 2014 the school did not have any permanently employed beginning teachers. There were a number of temporary beginning teachers employed. These teachers engaged in a wide ranging variety of teacher professional learning activities with their permanent teaching colleagues.

**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 2014 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.

**Date of Financial Summary** 30/11/2014

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<table>
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<td>Balance Forward</td>
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**School performance 2014**

**Achievements**

**Creative and Practical Arts**

During 2014 Telarah Public School students had the opportunity to participate in a variety of Creative experiences. Such as:

The annual school musical involved all students from K-6 participating in dance, drama and music. Students staged three ‘sold out’ public performances of “Blue Ribbon Belle” in the school hall.

The School Choir is open to all interested students from stage 2 and 3. They practised weekly and performed at various school assemblies, for Harmony Day, St Peters Children Music Festival, School musical and the Telarah Public School Christmas Concert in December.

This year we have established a school band for interested students from stage 2 and 3. A band room was established and students practiced weekly under the conductorship of Mr John Gray.
Students have had the opportunity to have weekly lessons for their particular instrument with specialist tutors. The School band performed during the School Musical, Presentation Day, Carols by Twilight and at the Telarah Public School Christmas Concert.

The choir and band members attended a wonderful performance of the Wizard of OZ by Hunter school of Performing Arts at the Hunter Theatre in Newcastle.

In 2014 a Drumming group for K-6 students was established, students practised weekly during recess time under the guidance of Mrs K Ison. The group performed at our annual Christmas concert.

During the year each class from K-6 participated in Dance lessons conducted by Mrs Robyn Akhurst. The dance skills and student confidence has continued to improve each year, this could be clearly seen during the musical and by the outstanding standard of the Telarah Starstruck dancers.

The Starstruck Dancers were again selected from auditions to perform in Starstruck 2014 at the Newcastle Entertainment Centre; this is a wonderful performing experience for all those involved.

Interested Stage three students attended a 4 day Drama workshop at the University of Newcastle where they had the opportunity to develop drama skills from expert tutors. They were selected to perform at the Drama Showcase at the Civic Playhouse and one student and her group were selected to perform at the State Dram festival held at the Enmore Theatre in Sydney.

Six Stage 2 students had their art work selected to be included in the DEC K-6 Art Exhibition - Face in an Urban Landscape held at Cstudios in Newcastle.

Classes prepared for and performed various musical and drama items at weekly assemblies throughout the year as well as performing in the school musical and many classes performed an item at the annual Christmas Concert in December.

In 2015 we plan to continue to offer many Creative and Performing Arts opportunities to our students. We are planning to offer additional opportunities such as a recorder group, dance and drama groups after school and a K-2 choir and extending our performances to include a greater number of outside festivals.

Sally Carratt and Michele Keith

School Representative Sport

2014 was another successful year in sport for Telarah Public School. Students were involved in in-school sports skills programs which were aimed at improving fundamental movement skills, along with an intensive swimming school for Years 2 and 3. Students were also involved in two Backyard Rugby league skills sessions which culminated with Years 3, 4 and 5 participating in an Oz-tag morning at Hartcher Field where the skills they had learnt were put on show. K-2 students each received an NRL book while students in years 3-6 received a brand new football for participating in this program.

At school representative level, teams competed in the New South Wales Primary School Sports Association (PSSA) knockout competitions for boys’ and girls’ soccer, cricket, touch football, hockey, girls’ netball and boys’ rugby league. Our girls also represented our school in rugby league and AFL. The girls became zone champions in AFL and for a second year in a row were regional champions in Rugby League. Our boys were also successful this year with our Reg Kelly Cricket Squad making the semi-finals in the local competition against public, private and catholic schools from around the Maitland, Cessnock and Raymond Terrace areas.

Sport
Students also participated in athletics, cross country and swimming at our annual school carnivals. Several students achieved zone representative status in these as well as soccer, hockey and touch football. Jannali Hunter and Kaia Isaac were both successful and represented the Hunter at the state carnivals for soccer and basketball respectively.

**Active After School**

The Active After School Communities Program (AASC) continued throughout 2014. The aim of the program was to actively involve students in a variety of team and individual sports including basketball, soccer, cheerleading, Zumba and hockey.

Brad Willcocks
School Sports Coordinator

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

Our canteen has worked to comply with the Fresh tastes @ School canteen guidelines, attending a very inspiring course and supported by HNE to improve the quality, appeal and nutrition of food sold at our canteen. Snippets from the Cancer Council about healthy eating have been included in our newsletter and all families of our Kindergarten new entrants for 2015 enjoyed a 20 minute presentation by the cancer Council on healthy lunchboxes.

Our goals in the new year are to continue embedding and improving the teaching of FMS and look at more involvement with programs such as Fruit and Vege Month. We will also be doubling the number of classes accessing the SAKGP in 2015.

Anne Kelly
Assistant Principal

**Technology**

Telarah Public School has continued to deliver outstanding technological programs within the classroom and wider school community. All staff and students have had access to modern technology, the web and its extensive resources, making it easier to integrate technology into the curriculum, and the daily teaching and learning cycle.

This year the focus has been on the implementation of enhanced technology to support learning and engagement of students. In keeping up with technological change, the school installed 4 brand new state-of-the-art CommBox Interactive LED Touchscreens. The Commbox incorporates the latest in LED display and multi touch technologies and is designed to standardise and streamline the use of LED and multi touch technologies, making it simpler for teachers and students to utilise technology within the classroom. This modern
technology will help to improve the educational outcomes of all students in our school.

Through improved technological resources and support, staff have been able to implement enriched literacy and numeracy lessons with the use of Smartboards, Panaboards, Commboxes and associated programs to complement learning and enhance student engagement. With upgraded technology across the whole school, all staff and students have access to wireless internet anywhere in the school.

As a part of the Technology for Learning (T4L), 15 desktops and 3 laptops have been purchased to upgrade technology in the computer room, library and classrooms. Apple TV connectors have been installed in various areas around the school, allowing teachers to wirelessly stream content from an Apple device direct to an Interactive Whiteboard (IWB).

Technological expertise has continued to improve across the school. The purchase and installation of new and improved technological resources coupled with teacher professional learning will continue to have a beneficial impact on the educational outcomes of all students at Telarah Public School now and in the future.

Future directions for Technology within our school will include:
- The provision of professional learning for all staff and sharing of expertise in ICT;
- Access to and awareness of appropriate software to complement teaching and learning programs;
- Enhanced learning experiences and engagement for students;
- Installation of modern technology across the school;
- A trial of ‘bring your own device’ (BYOD) within the classroom;
- The revision and implementation of our Kindergarten to Year 6 computer skills’ scope and sequence; and
- Continuation of all staff teaching technology.

Phil Tilden  
E-Learning Coordinator

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**Significant programs and initiatives – Policy and equity funding**

**L3-Language, Learning & Literacy**

In 2014 kindergarten has once again implemented the L3 (Language, Learning and Literacy) program. The L3 program involves explicit lessons in reading, writing and reading to and is supported by independent literacy activities, classroom organisation and classroom environment. It is the core of literacy learning in Kindergarten and meets nearly all requirements of the new English curriculum. The L3 program encompasses quality teaching practices that benefit all children in different stages of their literacy development.

Data is collected every five weeks recording the children’s reading levels and written vocabulary and in every 10th week reading levels, written vocabulary and hearing and recording sounds are recorded.

This year we have had two kindergarten teachers in their fourth year of L3 implementation and one teacher who has completed their first year of L3 training. We have also had one of our kindergarten teachers trained as a L3 trainer which has increased the integrity of the delivery of L3 at Telarah this year and offers our staff wonderful support in the quality of their practice.

Once again results this year in L3 have shown that the program is working well in improving the children’s literacy skills in all literacy areas.
Next year we will be continuing to implement the L3 program in kindergarten as well as beginning L3 in stage 1 classes with year 1 teachers training in 2015.

Cathy Banister
L3 Trainer

Aboriginal Education

Including Aboriginal background funding expenditure

2014 has been an exciting one for Aboriginal Education in our school. This year PLPs were held to discuss and evaluate learning goals for ATSI students. This process included Lisa (ASLO) teachers, students and parents. 85% of parents attended PLPs and bridged ongoing relationships within the school community.

An Aboriginal Community Education group was formed from members of the community and family members as well as staff.

Once a week Indigenous students spend time learning about their culture, this is achieved through art, dreaming stories as well as through other cultural experiences outside of school such as celebrating the opening of the yarning circle at Rutherford Technology high.

Another achievement this year is the Indigenous dance group. We have acquired the services of an experienced dance teacher. The children have shown great enthusiasm to dancing and have made excellent progress. They have performed confidently for the school as well as being asked to perform at other local schools.

NAIDOC day was a huge success with lots of activities to celebrate the day. A group of dances from Mindaribba performed, Students cooked and tasted Johnny cakes and listened to Dreaming stories. The kindergarten student performed a dance for the school as well.

Next year we will have an Indigenous room, the students will utilise this room during culture groups and PLPs meetings, The Aboriginal community education group will hold Meetings once a term there to keep parents and community informed of what is happening at Telarah Public school.

Three staff members, Mrs Burns, Lisa and Mrs Ison attended Stronger Smarter training. It is a program to help Indigenous students develop leadership skills and better educational outcomes. This program will be implemented throughout the school. One of the units in the program is to build positive relationships between students and teachers within the school. More information about this program will be coming next year.

Trish Burns
Aboriginal Education School Leader

Multicultural education and anti-racism

In 2014 the school participated in Harmony Day Celebrations and had a trained and active Anti-Racism Contact Officer. Harmony Day was an engaging celebration of diversity as staff and community members provided “Tastes From Around the World” for students and a range of activities were held to celebrate cultural diversity.

The school actively supported and encouraged the participation of all community members in a wide range of activities and has taken this as a key area for continued development in the 2015 – 2017 Strategic Plan.

Trish Burns
Aboriginal Education School Leader

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The school actively supported and encouraged the participation of all community members in a wide range of activities and has taken this as a key area for continued development in the 2015 – 2017 Strategic Plan.
Socio-economic background

Telarah Public School receives significant resources to support students from low socio-economic backgrounds. In 2014 these funds were targeted toward ensuring our school was a calm, safe environment where the daily focus was on learning. Resources were used to release Assistant Principals from class to work on reflective teaching practices with their stage teams and to support students to engage effectively with their learning. Assistant Principals also support their colleagues by teaching the RFF components for their stage teams ensuring they have a sound relationship with all students they are responsible for.

Other key initiatives funded through funding for Low SES include:

- Stephanie Alexander Kitchen Garden Program
- L3 Language, Learning and Literacy
- Positive Parenting Program
- Additional personalized support for students at risk of not achieving, case management and SLSO’s
- Social skills programs
- Transition programs
- Quicksmart
- Collaborative planning and mentoring

In 2014 the school developed strong relationships with the local branches of Family and Community Services including Housing and Child Protection. Monthly meetings are held to facilitate a collaborative approach to supporting at risk children and families. The school has also begun negotiations to facilitate a link with the Samaritans Early Intervention Case Management Team to support the case management of students with low level disabilities within the school.

Low Level Disability Funding

Funding was used to provide additional support to students, professionally develop teachers to improve their support of students with low level disabilities and to empower parents to be strong advocates for their children.

The school invited and supported parents to partner with their children’s teachers to develop individual education plans and to review them regularly as the needs of students changed.

Partnerships were developed with local speech therapists and occupational therapists to enable them to support students at school, this included professional development for teachers.

Learning and Support
Triple P 2014

Stepping Stones Triple P (Positive Parenting Partnership) is a 9 week parenting program designed specifically to address the needs of families who have children with a disability aged 5-12 years. Stepping Stones Triple P aims to help parents develop effective management strategies for dealing with a variety of childhood behaviour problems and development issues.

As well as looking at general parenting strategies, from which all children can benefit, this program also looks at specific strategies for children aged 5-12 yrs. This program is recommended for parents or carers of children who would like to:

- Encourage appropriate behaviour,
- Manage problem behaviour,
- Become more confident,
- Be realistic about parenting, and
Invest in self-care.

The inclusion in the Westmead Hospital study also provided the opportunity for one of our teachers to present our data findings at an international conference. Ms King presented at the International Helping Families Change Conference 2014, putting Telarah Public School, the students, teachers, parents and community on the world stage. Then in May 2014, Ms King also presented at the SEPLA (Special Education Principals and Leaders Association) Conference which included discussion on how other schools could successfully implement Triple P in their schools.

During 2014 Telarah Public School has also facilitated another two programs, the first program started with 12 parents attending and 9 parents successfully completing the program. The second program during term 4 commenced with 13 parents attending and 9 parents successfully completing the program. Ms King has also facilitated the implementation of Group Triple P at Rutherford Public School, Greta Public School and Gillieston Public School. Rutherford Public School and West Wallsend Public School have since decided to train their own teachers so that more parents in the community have access to the program.

As a result of the success of the program at Telarah Public School, we have decided to continue the program into 2015. One of our teachers has also recently been trained in Teen Group Triple P and will be working in conjunction with local high schools and their community to implement Triple P there. Telarah Public School has also decided to train other two staff members to make sure the program is well supported in the future.

Nerissa King
Learning and Support Teacher

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent teacher meetings
- Comprehensive review of teacher reflective journals as part of the 2014 Teacher Assessment Review Schedule.
- In depth review of available student achievement data and teaching and learning programs.

School priority 1

All literacy and numeracy teaching and learning programs will reflect the needs of the students.

Outcomes from 2012–2014

- Year 3 2014 NAPLAN bottom 2 bands in reading to or below 29%
- Year 5 2014 NAPLAN top 3 bands in numeracy achievement is substantially below target at 18.8%

Evidence of achievement of outcomes in 2014:

- Year 3 2014 NAPLAN bottom 2 bands in reading is substantially below target at 50.8%
- Year 5 2014 NAPLAN top 2 bands in numeracy achievement is substantially below target at 18.8%

Strategies to achieve these outcomes in 2014:
Teacher professional learning in L3 and Accelerated Literacy.

Additional support for teachers in class through Learning Support Team and Assistant Principals to develop reflective practices that support continuous improvement in teaching and learning practices.

Implementation of the QUICKSMART program to support students at risk of not achieving in the top 3 bands in numeracy.

Due to the lack of achievement of these targets this area has influenced the development of the next strategic plan.

School priority 2
All students are supported effectively to reach their potential in literacy and numeracy.

Outcomes from 2012–2014
- 100% of school identified students requiring IEP’s to have clearly identified goals and targets.
- 100% if teaching and learning programs in classrooms to be effectively delivering L3 and Accelerated Literacy pedagogy as identified through the teacher assessment review schedule.
- Year 3 to Year 5 growth in 2014 NAPLAN reading to be equal to or greater than 45.1%

Evidence of achievement of outcomes in 2014:
- Year 3 to 5 growth in 2014 NAPLAN reading demonstrated that 37.7% of students achieved greater than or equal to expected growth. This is significantly below target.
- Across all stages planning for the teaching of literacy and numeracy was consistent, collaborative and demonstrated that teachers had planned for the effective delivery of L3 and Accelerated Literacy programs.
- The school spent significant resources ensuring that all students who teachers believed needed comprehensive IEP’s had them. Where possible parents were part of this comprehensive process. In hindsight setting a 100% achievement target for this item was a little naïve. Whether a student needs an IEP or not is extremely subjective and can change from week to week. The school has strong learning support team systems that support all students. When a student requires support these systems are the structure that enable teachers to do their job effectively.

Strategies to achieve these outcomes in 2014:
- Significant professional learning for all teachers about developing individual education plans, catering for the individual needs of students and communicating effectively with parents was highly effective but there is still room for improvement.
- Class teachers participated in collaborative planning sessions at regular intervals throughout the year to ensure that there was consistency in the implementation of literacy and numeracy programs and that teaching and learning programs kept the integrity of the pedagogical practices that supported them.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Information was gathered from a variety of sources including group discussions with parents, teachers and students, feedback from specific initiatives and programs. Each paragraph relates to students, parents or teachers. Information has been widely used to inform school strategic planning.

Students in years 4, 5 and 6 participated in the Tell them From Me student survey. 83% reported they had a sense of belonging, 77% reported they have positive relationships with peers who they trusted and encouraged them to make positive choices. 89% of students indicated they were interested and motivated in their learning. Students rated the effectiveness of their learning time at 9 out of 10, they rated the positive
teacher to student relationship at 9.1 out of 10. 100% of the students who participated in the survey indicated that in their opinion their teacher have a good understanding of their culture. Bullying was seen by students as a significant issue. This has been noted and will be reflected in strategic planning 2015-2017.

Teachers during planning and review meetings and through the reflective Teacher Assessment Review Schedule Process indicated that they have regular access to professional development opportunities and that the work they do at the school is valued. There is strong collegial support at the school with teachers feeling confident in seeking advice and support of others. Teachers generally feel that the school’s relationship with the community is improving and see Positive Behaviour for Learning and Learning Support Team activities as key drivers behind this.

There is a generally poor response to written surveys and questionnaires from the school community which the school hopes to improve on by participating in the parents and caregivers Tell Them From Me survey in 2015. The school regularly seeks the input of school and community members and has been working strategically to increase parent and community involvement at the school by creating a range of opportunities for engagement and improving communication through the use of social media. In general there is strong support for the programs at the school in particular the Stephanie Alexander Kitchen Garden Program, Sport, PBL and Learning and Support. Parents have ongoing concerns with bullying and student relationships that is reflected in the student survey and needs to be acted on by the school.

The school has a widely used Facebook page with over 750 people regularly accessing information and stories from the activities of the school. Parents feel that the school is approachable and that there is always someone at the school who will listen and support them when they have a concern or need support.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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. The entire school staff has been involved in the process as we work towards developing the 2015-2017 Strategic Plan. Staff who have contributed sections to the plan are acknowledged following their section. The team has been led by;

Tony Gadd (Principal)
Elizabeth Cantwell (Assistant Principal)
Phillip Debenham (Assistant Principal)
Simon Lloyd (P and C President, 2015)

**School contact information**

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