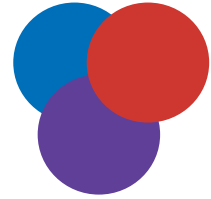


# Telopea Public School Annual Report



2015



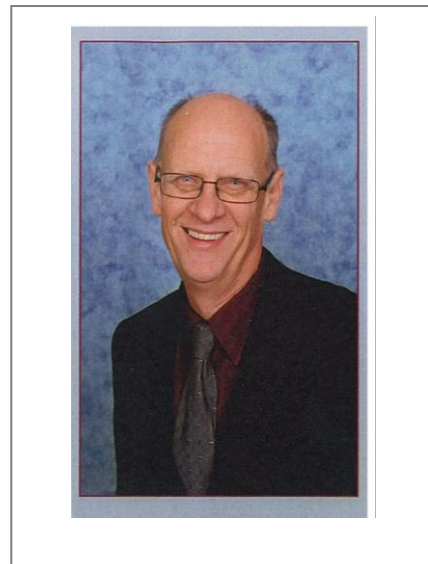
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## Introduction (

The Annual Report for 2015 is provided to the community of Telopea 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.

Alan McGowen  
Principal



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## Message from the Principal

Welcome to all new parents for 2016, Telopea Public School is committed to providing a comprehensive and well-rounded educational experience for all our students not only providing tailored education creating opportunities for students to maximise their academic potential but also providing environmental, creative and social experiences.

Our unique programs include the Telopea Edible Garden and Orchard program, delivered in conjunction with the Telopea School as Community Program and Seed Harvest Spoon. This year we would like to acknowledge this programs three year sponsorship by PAYCE who have agreed to fund this program which links to the Science Syllabus, English Syllabus and Personal Development, Health and Physical Education (PDHPE) syllabus.

I would also like to acknowledge the efforts of all students and staff in the presentation of our 2015 Christmas pantomime "Aladdin Trouble" and I hope that all parents and friends of the school enjoyed the performance as much as we all did in performing it for you. This reports cover photo shows Tahlia and Preston in their roles of "Wishy and Washy" congratulations to all students who performed in both major roles and as the chorus. Telopea is unique in that all students are included in such Programs as an extension of speech, performance and presentation skills as a critical component of Creative and Performing Arts programs.

The newly established Parents and Citizens Association has also been extremely active in 2015. In particular may I acknowledge the hard work of Hayley Subberfield and Rebecca Gemmell who were instrumental in establishing this organisation. May I cordially invite all new and existing parents to the meetings which are held on the second Thursday of each month at 5.30pm in the school library.

## School background

### School vision statement

Teloepa Public School seeks to provide a safe, stimulating and supportive environment based upon best practice and quality teaching ensuring that all students and staff develop as lifelong learners maximising their potential.

### School context

Our school

Is a small community school located in Dundas Valley near Parramatta in the greater Sydney Area. Teloepa is the botanical name for the Waratah, the state flower of NSW and is represented on the school logo.

Students enrolled at Teloepa Public School are from diverse backgrounds, currently 60% of our students are from language backgrounds other than English.

Teloepa as a community is in the midst of a transition. Previously the suburb is predominately public housing. In the last 2 years much of the public housing has been sold of as private housing and is gradually being redeveloped..

In 2015 the school will run 3 classes; a K/1 class, a 2/3/4 class and a 5/6 class. All classrooms have been upgraded with a computer lab, air conditioning and touchscreen or Interactive Whiteboard.

## Self-assessment and school achievements

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.

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework. As our students do not participate in external assessments such as NAPLAN and HSC there is no external data available. Our school elected to create a matrix of performance to assess our performance in the areas of learning, teaching and leading aligned to the strategic directions in our three year plan

### Leading Elements

Self-assessment indicates that we are delivering well in this element and have moved into sustaining and growing. We have productive relationships with external providers such as TAFE, interagencies and local schools and these relationships involve regular contact and planning meetings. Our school provides opportunities for parents to engage in school based activities and regular planning meetings occur with parents at least twice per year. All staff are aware of the school plan and our strategic directions and school wide reviews of our progress towards our annual goals are led by executive and program leaders regularly. Successful, productive systems are in place to ensure effective daily communication to staff and executive portfolios are streamlined to ensure school management operations are effective with systems for

succession planning in place. Our matrix indicates that all resources including staff are used flexibly to maximise learning outcomes and are responsive to emerging need. There is regular communication to families regarding both school operations and community events and services via electronic weekly newsletters, our school website and communication books between home and school.

Our review did indicate that in 2015 our milestone planning was not realistic within the twelve month timeline and this will be addressed in 2016 along with plans to further optimise the use of school facilities and plans to explore additional methods of collecting feedback from parents in regard to school initiatives and practices.

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

## 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.

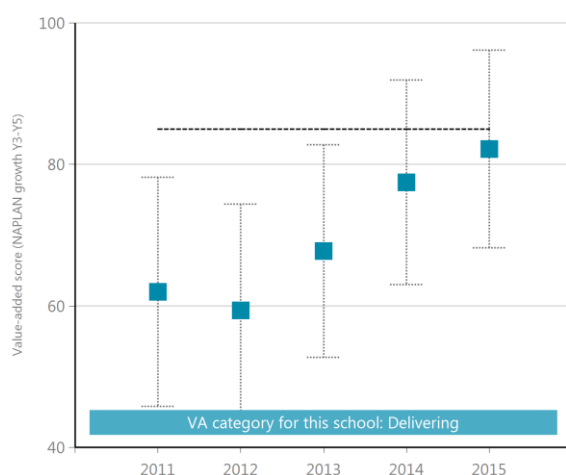
This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In particular, our school examined the practices in excellence in teaching and excellence in learning

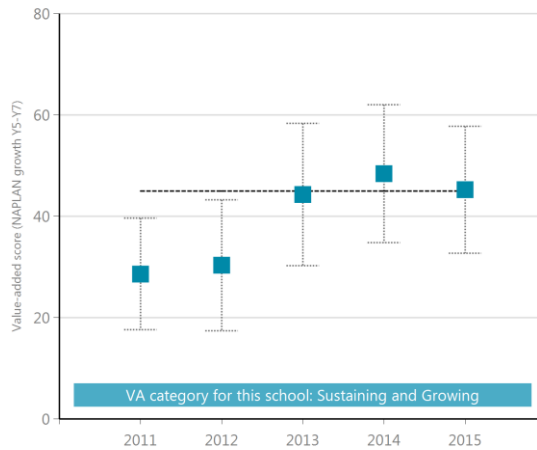
### Learning Elements

Due to our small student population the most accurate measure of our school performance is value added data. This data indicated that our school is delivering for students between years 3-5 and student growth continues and a higher rate between year 5 and 7 where we are sustaining and growing student progress and attainment. Simply, our students start school with considerably fewer skills than students in higher FOEI schools.

Graph 1 NAPLAN Growth 3-5



Graph 2 NAPLAN Growth 5-7



Analysis of PLAN data indicates that presently, a majority of students only commence to improve dramatically in mid-year 2 across a range of clusters in both literacy and numeracy, prior to this their progress is slow. Consequently our focus on excellence in teaching and learning is to accelerate progress and student attainment in Grades Kindergarten to Year Two by strengthening our Teaching. The Early Action for Success program is being used to develop these instructional skills in teaching staff and to expand our repertoire of strategies to promote active learning in our student population thus accelerating student progress enabling students entering year three to be performing at expected levels.

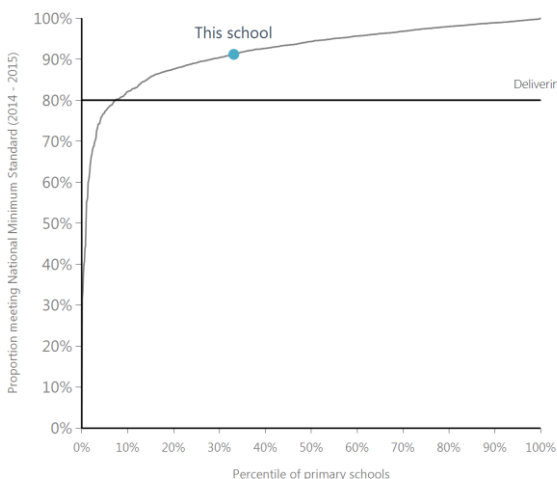
In 2015, all teachers worked on PLAN and Consistency in Teacher Judgement to ensure accuracy in data entry and consistency across classes. All staff also completed training across the literacy and numeracy continuums, and all teaching staff completed the registered twenty hour Online Training Course training in Dyslexia. The objective for all staff undertaking this training was to strengthen their understanding of instructional pedagogy and ensure that Individual Literacy Plans developed were strategically targeted to meet individual student learning needs.

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

## Teaching Elements

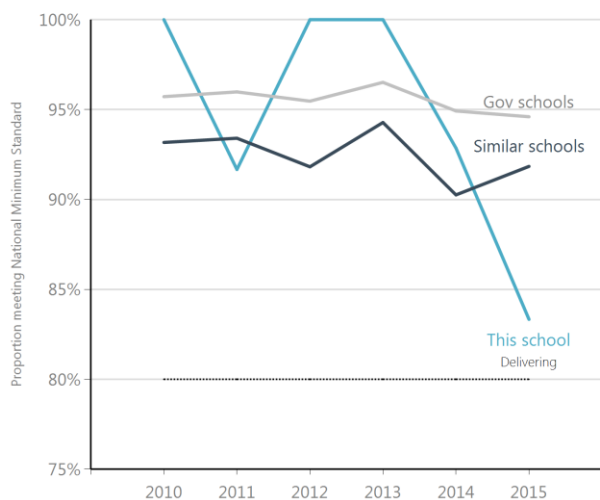
Overall our assessment indicated that we are operating at the delivering level for students at Year 5, due to the small cohort in year three data was not available. This indicates that our teaching elements are on track in stages two and three as evidenced by the data in Graph 3 below

Graph 3 Proportion at or above National Minimum Standard in Year 5 NAPLAN (Reading and Numeracy)



The School Excellence framework data shows we are delivering also for our Year 3 students. However, our small population (sample size 5) means this data may not be representative of performance and should be treated with caution

Graph 4 Proportion at or above National Minimum Standard in Year 3 NAPLAN (Reading and Numeracy)



Our own data drawn predominately from PLAN indicates that our teaching needs to extend students language development to extend vocabulary knowledge, aspects of speaking and further improve outcomes in reading texts and phonics. The work of the EaFS instructional leader will focus upon these aspects in 2016, by targeting teacher instructional methodology. It is hoped that this will improve our school results for this cohort of students.

## Leading Elements

Self-assessment indicates that we are delivering well in this element and have moved into sustaining and growing. We have productive relationships with external corporate sponsors (PAYCE and Goodman), interagencies such as Brighter Futures and Telopea Community organisations. We have strong relationships with our local community of schools in particular Yates Avenue and Rydalmere Public schools and local schools and these relationships involve regular contact and planning meetings. Our school provides opportunities for parents to engage in school based activities and regular planning meetings occur with parents at least twice per term. All staff are aware of the school plan and our strategic directions and school wide reviews of our progress towards our annual goals are led by executive and program leaders regularly. There is regular communication to families regarding both school operations and community events and services via fortnightly newsletters and post as the majority of our families do not have access to the internet.

Our review did indicate that in 2015 our milestone planning was not realistic within the twelve month timeline and this will be addressed in 2016 along with plans to further optimise the use of school facilities and plans to explore additional methods of collecting feedback from parents in regard to school initiatives and practices.

## Strategic Direction 1

Quality Teaching maximizing literacy outcomes

### Purpose

To support all school staff to understand and utilize effective and validated instructional pedagogy to ensure students maximise learning.

### Overall summary of progress

In 2015 the school staff undertook the 20 hour registered course OLT in dyslexia to equip all staff with an improved range of strategies for addressing specific literacy needs of low performing students. Of the five participants in the course 4 completed all course requirements. 1 participant failed to complete the schedule full day of training and this will be rescheduled when time allows. As a result the delivery of individual learning plans in literacy has improved with participants recording the following scores in the post program evaluation :

Knowledge and understanding of the needs of dyslexic students improving from **40%** to **80%**

My skills in assessing the needs of students increasing from **20%** to **80%**

Teacher skills in planning and implementing interventions for students rising from **30%** to **80%**

Staff confidence in meeting student needs from **20%** to **80%**

The impact of this training has resulted in the development of more complete ILPs with clearly identified and measurable SMART goals for students. This is also reflected in general improvements in programming for literacy within the school.

Our EaFS position was temporarily staffed in August 2015, with an appointment being offered in December 2015. This delayed the school staff undertaking L3 training in 2015, however from August through to December staff training occurred predominately in PLAN and writing assessment. In addition a range of reading resources were purchased by the acting EaFS Instructional leader. This has had an impact on :

1. Student feedback and review on writing
2. Extension of reading and writing programs
3. Consistency of teacher Judgement in assessing students and evaluating student progress.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ Improved use by staff of Curriculum Based Assessment (reading records) as an assessment and diagnostic tool as a result of EaFs allocation	All staff have developed Individual Literacy Plans for low performing students based upon data driven by improved assessment processes, EaFS training and OLT achieving SMART goals established for students	\$2000
	Stage 1 staff and EaFS Instructional leader enrolled in L3 Training for 2016	\$8000
	Staff can apply an increased range of diagnostic and remedial measures	\$1000
❖ Stage 1 staff		

complete L3 training by 2017		
❖ Shift against Literacy continuum as demonstrated on PLAN ❖ School demonstrates improvement in Year 3 NAPLAN scores for 2017 group	Plan entry completed termly for Stage 1 Teachers in 2015 Literacy Groups formulated for stage 1 students All students placed in Reading Mastery Groups Increased Range of literacy resources purchased to supplement existing resources School maintains books in homes status	\$1600 \$1000 \$900 \$5000 \$800

## Next steps

Although all of the planned milestones have had some progress made towards them not all of them have been fully achieved.

Further on-going professional learning is planned to strengthen and enhance knowledge of staff in improving the literacy outcomes for students across K-2. Although our students demonstrate growth between Years three to seven as reflected in our School Excellence framework data typically for some of our students growth is delayed and achievements met typically by students in year one are not met until year two or later

The three year school plan does not require any adjustments however the annual milestone plan will be adjusted to ensure that each goal is achievable within the timeframe. Teachers have identified the need for more opportunities to work together in planning and this will be a focus in 2016-2017.

The key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan include;

- Completion by the Stage One teacher and Instructional Leader of L3 Training in December 2016
- Continued monitoring and professional development in monitoring and assessment strategies to ensure PLAN data is accurate and consistent
- Continued development of Individual learning Plans for low performing students
- Completion by all staff of the OLT course in Speech and Language disorders in 2016



## Strategic Direction 2

Developing Leadership

### Purpose

To build the capacity of staff and students to ensure that collectively all staff and students are responsible for school outcomes and are capable of assuming leadership roles

### Overall summary of progress

Progress was made in achieving progress in strategic direction 2 in 2015.

All staff developed and self-monitored their own Professional Development plans determining what focus their professional development and learning would take in 2015 and selecting training which assisted in the achievement of these goals. The staff undertook training in dyslexia resulting in measurable gains for students and the product of comprehensive Individual Literacy Plans. Two staff members are working towards accreditation at professional competence level and one will complete this accreditation by August 2016.

Parental Leadership was also evident in the formation and affiliation of the Telopea Parents and Citizens Association in mid-2015. There is an active partnership with community representatives within the Parents and Citizens Association and the organisation is actively assisting the school in achieving its targets.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ Teachers demonstrating evidence based practice of quality teaching meeting achievement levels of the Australian Professional standards for Teachers	All staff have developed Professional Development Plans and are self-monitoring their progress to achieve identified goal meeting required professional standards  Are familiar with the professional standards for teachers have the opportunity to move through the continuum to highly accomplish or lead teacher if desired	\$5000
❖ Parents increasing engagement within the school as demonstrated by active participation in the P&C and fundraising/community based programs	New Parents and Citizens Association affiliated with NSW Federation of Parents and Citizens Associations established and Executive sworn in  Regular P&C meetings and partnership established with SaCC, School and Community Organisations  Telopea/Dundas Community fair and showcase held	P&C funds

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## Next steps

Although all of the planned milestones have had progress made towards them not all of them have been fully achieved.

Further on-going professional learning is planned to strengthen and enhance knowledge of staff in the Professional Standards and self-monitoring requirements. Due to the job sharing and new staff in 2016 some milestones will need to be revisited in 2016.

The three year school plan does not require any adjustments however the annual milestone plan will be adjusted to ensure that each goal is achievable within the timeframe. Teachers have identified the need for more opportunities to work together in planning and this will be a focus in 2016-2017.

The key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan include;

- Further development of community partnerships and the involvement of parents and care givers to ensure consistency of message across environments
- Improved communication structures developed to allow easier transfer of information between school and community
- Continued development of programs to engage students in formal lessons to support the development of resilience and emotional regulation
- 2016 Community fair and showcase to be staged in August 2016

## Strategic Direction 3

Successful Learners responsible citizens

### Purpose

To develop a holistic approach to education which builds student capabilities in a broad range of areas including social and mentoring roles to prepare them for a rapidly shifting national and global community

### Overall summary of progress

To develop an approach that aims to build student capabilities and to enhance the learning and pedagogical improvements made at Telopea Public School it was necessary to develop a Telopea Public School Technology Plan due to the poor condition of much of the IT infrastructure at the school. As the school had contracted prior to 2011 much of the original cabling had been disconnected or removed. A major focus on increasing student engagement and relevant access to IT for staff and students is therefore centred on the reinstatement and improvement of this infrastructure.

Staff are continuously updated their knowledge of different instructional pedagogies to ensure learning experiences offered to students are appropriate, engaging and allow for students to participate in their own learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none"> <li>❖ Improved Rates of school attendance</li> <li>❖ Increase rates of parental involvement with the school and programs</li> </ul>	<p>Student Attendance Plans updated for students causing most concern</p> <p>Parent meetings held to discuss the importance of regular attendance</p> <p>Principal has attended transitional meetings at feeder preschools</p>	<b>\$2000 (teacher and principal release)</b>
<ul style="list-style-type: none"> <li>❖ All staff using a range of instructional pedagogies which best meet the needs of all students</li> </ul>	<p>Resources purchased</p> <p>School has developed a technology plan establishing a timeframe and products costed to update our means of delivering 21<sup>st</sup> Century Learning in classrooms</p> <p>Classrooms equipped with touchscreens</p> <p>D and C Blocks undergoing renovation for IT backbone</p> <p>Teachers have completed training in classroom pedagogy</p>	<b>\$20000</b>

## Next steps

Although all of the planned milestones have had progress made towards them not all of them have been fully achieved.

Further on-going professional learning is planned to strengthen and enhance knowledge of staff and their facility to work in extending student led initiatives in 2016

The three year school plan does not require any adjustments however the annual milestone plan will be adjusted to ensure that each goal is achievable within the timeframe. Teachers have identified the need for more opportunities to work together in planning and this will be a focus in 2016-2017.

The key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan include;

- Further development of community partnerships and the involvement of parents and care givers to ensure consistency of message across environments
- Improved communication structures developed to allow easier transfer of information between school and community
- Monitoring of current Attendance plans and development of new plans as required
- 2016 Community fair and showcase to be staged in August 2016
- Backbone cabling completed and computers purchased by end of 2016
- Student led report conferences in place

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b> This funding is used to release teachers to develop Individual Learning Plans for students who identify as Aboriginal or Torres Strait Islander in 2015 1 student identified as ASTI	2 half days allocated in each term used to hold meetings with parents and student, revise plan and develop programs  Plans and programs developed	\$1947.92

<p><b>English language proficiency funding</b></p> <p>No separate funding was allocated to the school for English Language proficiency funding in 2015</p>	<p>In 2015 our EALD staffing allocation was 0.4 which allowed the school to run an integrated EALD model across the three classes – The success of this integrated approach can be measure by the progression of students from beginner to developing or consolidating</p>	<p>\$0</p>
<p><b>Targeted students support for refugees and new arrivals</b></p> <p>No funding 2015</p>	<p>No new arrivals or refugees in 2015</p>	<p>\$0</p>
<p><b>Socio-economic funding</b></p> <p>These funds provided to Telopea Public School due to our status as a school providing service for students with a low socio-economic background have been allocated in 2 areas:</p> <ol style="list-style-type: none"> <li>1. Technology resources including backbone upgrades ,touchscreens &amp; classroom laboratories</li> <li>2. Employment of additional teachingstaff to allow for cross school reading program</li> <li>3. Some funding used to supplement low level adjustment funding to employ SLSO for increased hours</li> </ol>	<p>Milestones</p> <p>Technology Plan completed 2015</p> <p>Touchscreens installed November 2015</p> <p>Classroom lab facilities constructed November 2015</p> <p>Reading Program (Reading Mastery)in place across all classrooms good student growth across all reading measures</p> <p>SLSO employed for 15 hours per week</p>	<p>\$18452.78</p>
<p><b>Low level adjustment for disability funding</b></p> <p>These funds were supplemented with funds from Socio-economic funding to allow increased funding of our SLSO position</p>	<p>SLSO operates with students in 5/6 and 2/3/4</p> <p>SLSO runs a reading group (Reading Mastery) 3 times per week facilitating a cross school program</p> <p>Additional; support to implement a response cost program in 5/6 with students with behavioural issues</p>	<p>\$5964.61</p>

<b>Support for beginning teachers</b>	There were no beginning teachers at Telopea in 2015	\$0
<b>Other school focus areas</b>	<b>Impact achieved this year</b>	<b>Resources (annual)</b>
<b>Other, including Early Action for Success</b> Telopea Public School was offered the EaFS program for 2015 The position was not filled until 20 December 2015 A temporary deployment filled the position from September 2015	Planning complete Resources purchased Staff identified for L3 Training in 2016 Operational model developed (position is 0.4 Telopea 0.6 as determined by Nirimba Education Precinct) Staff member selected and enrolled in L3 Training 2016	\$13225.00
<b>School as Community Centre Project</b> To extend relationships between to school and community To offer support and parent training programs for parents of children 0-8 years To build positive relationships with feeder preschools	SaCC coordinator participates in community event and support planning SaCC hosts with school the Telopea Community Fair a show case of support services within the community SaCC coordinates playgroups and activities designed to foster relationships between the school and community	\$134013

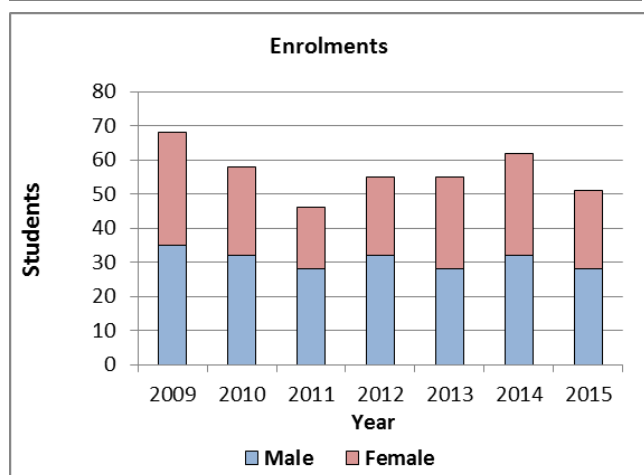
## Student information

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

### Student enrolment profile

Although the increase is slight the data indicates a slight reversal of the improvement in school population at Telopea Public School in 2014 with 51 students enrolled at time of data capture. During 2015 enrolments varied from a low of 51 students to a peak of 63 students.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	35	32	28	32	28	32	28
Female	33	26	18	23	27	30	23



## Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		93.2	91.4	90.9	92.8	95.7	89.9
	1		95.6	93.8	91.5	94.9	82.0	88.2
	2		96.1	93.3	93.0	92.0	83.2	86.9
	3		96.5	89.2	88.3	91.7	81.3	90.1
	4		95.3	94.3	93.6	91.5	90.4	91.6
	5		97.9	94.3	95.7	92.5	86.5	88.1
	6		96.3	83.7	90.3	92.8	90.2	88.6
	<b>Total</b>		<b>95.8</b>	<b>92.0</b>	<b>92.1</b>	<b>92.4</b>	<b>88.2</b>	<b>88.9</b>
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>		<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

Telopea Public School is committed to ensuring all students attend school regularly in order to ensure students attain proficiency across all education outcomes. Due to the small number of students enrolled at Telopea small changes have a considerable effect on the attendance rates calculated by state office.

The following procedures are instigated by Telopea Public School to manage poor attendance as per our attendance policy.

Initial contact with the parent by phone if a student's absence exceeds three days. A letter posted to parents when an absence is unexplained at the end of a calendar month.

If an absence is over 20 days and not satisfactorily explained a formal letter is sent by registered mail and the Home School Liaison Officer (HSLO) is contacted. If absences continue a second letter is forwarded as per NSW Department of Education and Communities School Attendance Policy PD20050259 a formal request for HSLO support is made to regional office. Students Our school has a number of positive initiatives to encourage regular attendance which include attendance awards, positive praise and formal recognition at the end of year assembly.

## Workforce information

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

## Workforce composition

Position	Number
Principal	1
Deputy Principal(s) EaFS	0.4
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0
Teacher Librarian	0.168
Teacher of ESL	0
School Counsellor	0.1
School Administrative & Support Staff	1.2
Other positions	0.4
<b>Total</b>	<b>5.268</b>

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

Currently, no staff employed as teachers or administrative or support staff at Telopea Public School have identified themselves as Aboriginal or Torres Strait Islanders

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33.3

## Professional learning and teacher accreditation

In 2015 two of the staff at Telopea Public School commenced accreditation with The Board of Studies, Teaching and Educational Standards NSW BOSTES.

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community. To start or return to working as a teacher in a NSW school, you must be accredited by BOSTES.

The first step in the accreditation process is applying for Provisional or Conditional Accreditation.

Teachers who have worked in a NSW school since before 1 October 2004, and have not had a break from teaching of more than 5 years, do not currently need to be accredited.

Accreditation will be mandatory for all NSW school and early childhood teachers in the future.

To support the accreditation process at Telopea the school provided access to networks through our community of schools for teachers undertaking accreditation. Additional release was provided to early career teachers to develop and extend portfolios, develop professional development plans and to attend training.

The school ran the Online Learning Course in Dyslexia which provided 20 registered hours of training to all staff. To date, only one casual staff member has not completed the course by not meeting the face to face requirements.

## 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.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	84267.11
Global funds	85899.77
Tied funds	92329.95
School & community sources	52038.66
Interest	3042.93
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>317578.42</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	28750.12
Excursions	2124.09
Extracurricular dissections	4862.26
Library	3023.80
Training & development	580.00
Tied funds	58261.88
Casual relief teachers	17175.47
Administration & office	32884.51
School-operated canteen	0.00
Utilities	20447.65
Maintenance	10959.10
Trust accounts	0.00
Capital programs	0.00
<b>Total expenditure</b>	<b>179068.88</b>
<b>Balance carried forward</b>	<b>138509.54</b>

## School performance

### NAPLAN

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

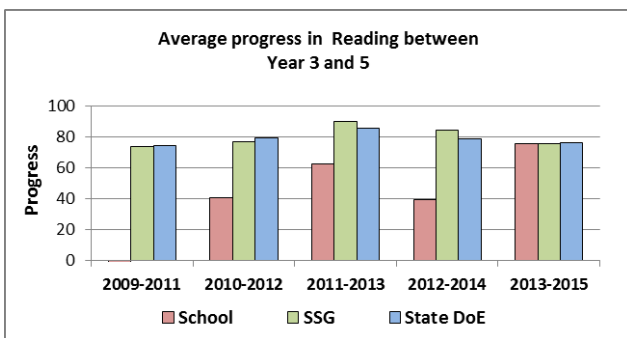
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data. Due to the small size of the cohort groups at Telopea some information is not able to be captured by My School,

The implemented program changes initiated in 2011 are still demonstrating beneficial effects. Due to the small number of students enrolled at Telopea in Years three and Five the NAPLAN Student growth scores are recommended as the most accurate measure of school and student performance. All data displayed is from the Electronic Data Summary Sheets provided by the Leadership and High Performance Directorate



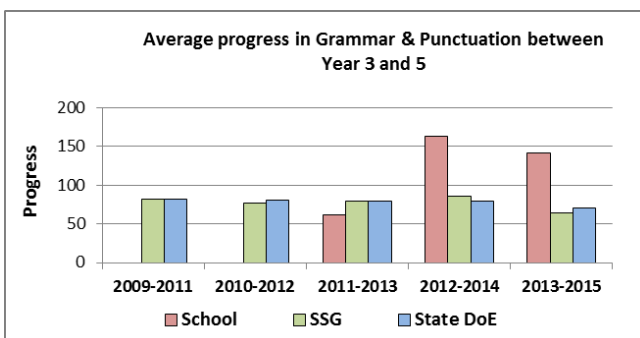
Prior to 2010 students in Year Five were making no gains in reading between Year Three and Five. The tables and graphical data in demonstrate the continuous improvement in students growth in Reading This is a substantial shift and is due to the extensive realignment of school reading programs and pedagogical shift. Our growth in reading between 2013 -2015 is matching that of other schools in our similar schools group (SSG) and state averages (State DoE). This growth is illustrated in graphical form and tabular form

Average progress in Reading between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	-11.1	40.3	62.3	39.5	75.6
SSG	73.9	77.0	90.0	84.3	75.2
State DoE	74.0	79.2	85.7	78.8	76.4



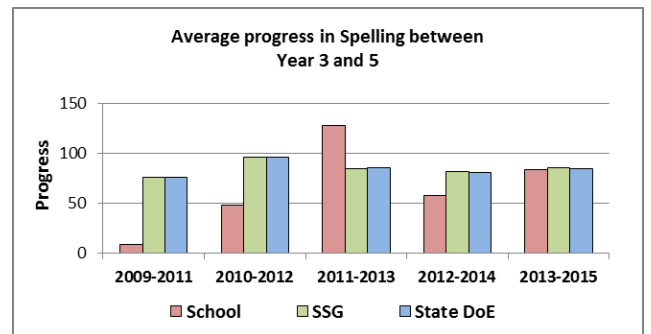
Students are making similar gains in grammar and punctuation which is evident in the data provided by Leadership and High Performance in this area Telopea is outperforming state average growth. This must be attributed to the use of the Reading Mastery materials which have been phased in throughout the school progressively in 2012

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	-35.0	-21.1	61.6	163.1	142.0
SSG	81.8	76.9	80.1	85.7	64.5
State DoE	82.7	81.3	79.4	79.5	71.2



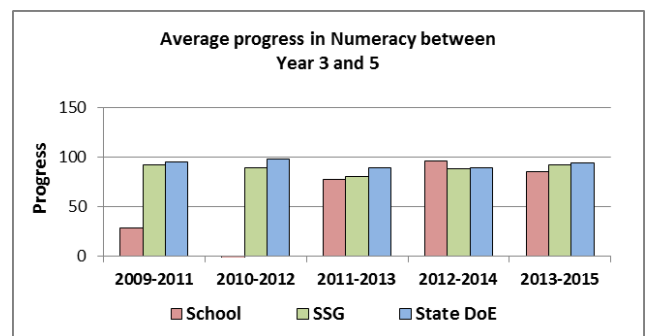
The growth data in spelling is equally positive, the school is matching both the SSG and State DoE growth levels

Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	8.0	48.3	128.0	57.1	83.8
SSG	75.2	96.0	84.2	81.4	85.7
State DoE	75.4	95.4	84.9	80.6	83.9



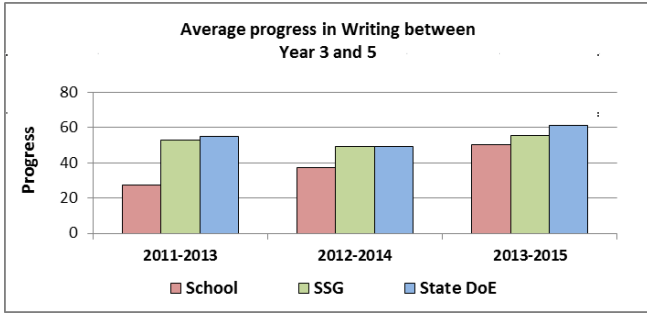
In numeracy skills the Telopea Public School records a similar result to the grammar and punctuation skills results with again, the school demonstrating growth in value adding to students at close to state average levels

Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	28.7	-12.8	77.5	96.2	85.7
SSG	92.3	89.8	81.1	88.1	92.7
State DoE	95.8	98.2	89.7	89.1	94.1



Our writing results are also demonstrating growth however, the school is still not attaining to growth level of similar schools or the state average. We are however, closing the gap with steady improvement over the last 4 years.

Average progress in Writing between Year 3 and 5*			
	2011-2013	2012-2014	2013-2015
School	27.4	37.4	50.6
SSG	53.0	49.4	55.7
State DoE	55.2	49.3	61.3



## Conclusion.

Telopea Public School has displayed sustained growth across all assessed skill areas. This is the direct result of the implementation of explicit, systematic and evidentiary programs such as Reading Mastery being introduced to the school in 2011/2012. This data is confirmed by the complementary data of the School Excellence Framework that indicates the school is sustaining and growing student performance. The inclusion for the EaFS program in late 2015 to 2016 should further complement to growth made by students at Telopea

## Parent/caregiver, student, and teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school. Two sets of data were collected; one set was a survey for current parents and parents were asked to rate a series of questions from 1 to 5 with 1 being poor and 5 excellent.

A summary of their responses are presented below with average scores and the questions asked are present in tabular for below:

Table 6 Questions to existing parents, 61 surveys distributed 15 completed surveys returned

Question Number	Question	Average response	Response Range
1	I am happy with the education services at Telopea PS	4	3-5
2	My child is receiving a good education	4	3-5
3	I feel comfortable asking questions of staff	4	1-5
4	I am well supported by the school	4	4-5
5	The school is welcoming	4	1-5
6	I can approach my child's teacher	4	4-5
7	I would recommend this school to others	4	1-5
8	The school is focussed on learning	5	3-5
9	My child will do well here	5	1-5
10	The School has a positive environment	4	1-5

Table 7 Questions to enrolling parents, 10 surveys distributed 5 completed surveys returned

Question Number	Question	Average response	Response Range
1	I am happy with the information provided during the enrolment process	4	4-5
2	The transition process assisted my child's readiness to start school	4	2-5
3	I feel comfortable asking questions of staff	4	4-5
4	I was supported and assisted during the transition process	4	3-5
5	The school is welcoming	4	3-5
6	My questions and concerns were effectively answered	4	2-5
7	I would recommend this school to other parents	4	4-5
8	The school is focussed on learning	4	4-5
9	My child will do well here	5	5-5
10	The School has a positive environment	4	4-5

Generally, the response to the surveys were positive, with the majority of respondents rating the school highly in terms of the educational programs offered, supports to parents and students and the accessibility of staff to parents. One survey from an existing parent scored the school low in terms of the whether the school was welcoming, confidence in the child's ability to do well here, whether the parent would recommend the school to others and the nature of the learning environment. This was a single anomalous response.