Tuncurry Public School
Annual Report

2012
Our school at a glance

Students

Our students are an enthusiastic and energetic group with a love of learning and a desire to achieve their personal best. They represent our school at academic, sporting and community events and wear their black and gold uniform with pride.

Students are actively engaged in learning in a school environment where the culture is based on the core values of respect, safety and personal best.

There were 380 students at the end of the 2012 school year.

Staff

All teachers meet the professional requirements for teaching in NSW Public schools.

Teachers are experienced and dedicated with a high level of expertise and variety of talents. They work collaboratively in stage teams; have a commitment to professional learning and belief in continual improvement.

School staff place high importance on our school core values, which are ingrained in student welfare programs, the Fair Discipline and Anti-Bullying policies and the Positive Behaviour for Learning initiative.

Significant programs and initiatives

Positive Behaviour for Learning (PBL)

Tuncurry Public School is in the third year of PBL and has had an ongoing focus on improving student behaviour in the playground and non-classroom environments. Planning room data demonstrates a decrease in the number of reported incidents of aggression, out of bounds, bullying and violence in the playground during 2012. Staff attribute this to a continued focus on PBL strategies. Fortnightly PBL meetings were conducted to monitor behaviour, make recommendations and introduce new initiatives to address identified needs.

Professional Development

To enable access to professional development opportunities and to enhance quality teaching in classrooms, staff and their executive stage leader, were released for one day per month, to plan and assess quality lessons based on NSW curriculum documents and continuums. These professional development days also formed a major part of the ongoing Teacher Assessment and Review Scheme (TARS) process. All professional learning activities undertaken by staff were in support of our priority areas.

Best Start

All teachers from K-2 received going support from a regional Best Start consultant, to provide knowledge and resources to assist with efficiently assessing students in Best Start clusters and to accurately plot them on the Literacy and Numeracy Continuums. This required teachers to regularly assess student on a one-to-one basis and plot their progress electronically.

Dare to Lead Snapshot

Dare to Lead is a project run by Principals Australia Inc. It provides support for Principals and their school communities to improve learning outcomes for Indigenous students and to improve the curriculum access across all schools about traditional and contemporary history and culture. Dare to Lead was invited to complete an external, independent review of Aboriginal and Torres Strait Islander education at Tuncurry Public School. National Partnership funds were used for the Dare to Lead Snapshot. The snapshot included interviews with staff, Indigenous and non-Indigenous students, Indigenous and non-Indigenous parents and employees as well as school executive.

The sets of questions were predetermined by the Snapshot Team and included staff, student and parent perceptions about the school, the teachers, curriculum, racism, aspirations and suggested changes.

SENTRAL Electronic Reporting program

All staff have been reporting to parents using the electronic SENTRAL program for three years and electronic roll marking for one year. During 2012 staff received further training on the new components of “Edu-Pro”, which allows tracking of student results in many standardised tests. It also allows teachers to enter their assessments into a ‘mark book,’ which converts test results to percentages and transfers them to student
reports. Staff also learnt to use the welfare component of the program which allows them to enter and track positive and negative behaviours of all students.

**Quicksmart Numeracy Program**

Quicksmart is a research based program developed by the University of New England. The purpose of the Quicksmart program is to reverse the trend of ongoing poor academic performance for students who have been struggling at school and who are caught in a cycle of continued failure. The aim is to improve the automaticity and accuracy of the recall of basic number facts, in students who fall in the bottom 30% of their grade, with a usual focus on student from Years 5-8.

**CARS and STARS Reading Program**

To improve comprehension and reading strategies, trained tutors were used daily in classrooms to administer the CARs and STARS reading program to targeted students. This was a whole school initiative, with the Learning Support Teacher also working with the Kindergarten group.

**The Yarning Circle**

Four staff members and two parents received training in becoming facilitators to conduct a Yarning Circle which captures the ethos of Aboriginal Yarning Circles. The ‘Let’s have a Yarn with Yarn’ program, is a ‘Verbal Learning Circle’ that enables its participants to share their voice, their knowledge and their experiences. As an educational and social development tool, the Yarn seeks to enhance our knowledge, healing, communication skills, leadership qualities and the strength of our relationships.

**Great Lakes Learning Community (GLLC) Numeracy Project**

The GLLC commenced a Numeracy project in 2011. Each school appointed a staff member, to act as a Numeracy leader to oversee numeracy projects in their school. Schools with National Partnership funding allocated a portion of funding to the employment of a teacher from the Great Lakes Senior Campus, who initially worked with a small group of Stage 3 GATs students from each school, doing the Australian Mathematics Trust Challenges.

During 2012, through the support of the GLLC, a Senior Campus teacher commenced up-skilling Stage 3 teachers on problem solving and assisted in the production of support packages of resources and notebook lessons on problem-solving. This assisted the enrichment students and provided professional development for those staff involved. Another key focus was to develop, plan and implement an Aboriginal Mathematics Challenge for students in Year 5, 6, 7 and 8.

**Gifted and Talented Students (GATS)**

A successful Gifted and Talented Students (GATS) program was conducted throughout the school, with identified students involved in the following activities: competing in academic competitions, mathematical problem-solving, creative writing, film-making, environmental science, science and art lessons.

All staff have received training and support to more regularly and effectively differentiate their teaching to support the learning needs of all students.

The GLLC celebrates the success our high achieving students by recognition at a combined awards assembly each year.

**Principal’s message**

Tuncurry Public School has once again seen a host of events occur during the year, highlighting the educational opportunities and experiences offered to students.

Tuncurry Public School strives to provide a stimulating, comprehensive and relevant education for all the students through quality teaching and life-long learning practices in a positive and caring environment.

Together students, staff and parents are committed to fostering a love of learning and maximizing quality educational experiences for all students. Tuncurry Public School values and encourages excellence. Our students are given opportunity to achieve academically, artistically, socially and in sport, all within a caring atmosphere as is inherent in our agreed Core Values of RESPECT, SAFETY and PERSONAL BEST.

We value the effort and dedication of all who contribute to achieving these goals.

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.

Tim Putland
Principal

P & C Message

I would like to start with a huge thank you to all our P & C members, volunteers, staff, students and families for all your support and help throughout 2012. We wouldn’t be able to provide all we do without all of you.

Our canteen donated $7000 to the P & C Association. This along with many fundraisers enabled us to donate $35000 worth of equipment and resources to support and assist students in their learning. In 2012 we have been able to purchase the soft fall under the K-2 fixed equipment, repaint activities for the K-2 area, lawn and garden care, Year 6 signature bears and balls, financial assistance for all students to participate in “Sports in Schools” and “SQWIRK” an online learning resource.

The P & C fundraising committee held various events during the year, including stalls for Mothers’ and Fathers’ days, school and Manning zone sports carnival, discos, pie drive and the chocolate drive.

P&C members, staff and students marched on ANZAC day representing the school community.

Our canteen has run a healthy breakfast once a week for most of the year. This provided our students a nutritious and healthy start with cereal and fruit. These mornings have become very popular with the students.

Our uniform shop has done an outstanding job to ensure all our students have access to a vast range of clothing at a competitive price.

Our volunteer’s luncheon was held in November to acknowledge the whole range of community members who give their time to support our students.

We are always in need of canteen, fundraising and classroom helpers. I encourage parents, family and community members to volunteer. Your child will love seeing you at our school. Your help and time is greatly appreciated by all.

On behalf of the students and staff I would like to thank everyone associated with our school for all the hard work, effort and time they have contributed throughout 2012. You are very special people to our school and students. I hope you will continue volunteering in 2013 and hope to see some new faces too.

Thank you again.

Mel Mitchell P&C President

Student representative’s message

During our time as captains of Tuncurry Public School, we have learnt a lot about leadership. On the Impact Leadership Day, we were given the opportunity to meet school leaders from other schools and learnt how to talk to people in different situations and how to solve problems. It was a great experience and an enjoyable day for us.

As leaders we shared the responsibility of running the school assemblies and became a lot more confident about speaking in public in front of teachers, students and other adults. We loved speaking on the microphone, reading reports and helping to hand out awards.

On ANZAC Day, we represented our school by marching to the cenotaph and presenting a wreath. We also ran our school ANZAC assembly so that all of the students could remember the soldiers who fought for our country.

During Term 4 some of the leaders helped the K-2 kids to play games in the Infants playground and that was fun.

We really enjoyed our year as captains!

Anita Handono and Jordy Duggan
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

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Grade</th>
<th>Number in grade per class</th>
<th>Total Class Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-1N</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K-1N</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
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<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3-4J</td>
<td>3</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>3-4H</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3-4F</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3-4J</td>
<td>4</td>
<td>8</td>
<td>30</td>
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<td>3-4H</td>
<td>4</td>
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<tr>
<td>5-6D</td>
<td>5</td>
<td>19</td>
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<td>10</td>
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<td>6C</td>
<td>6</td>
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<tr>
<td>6W</td>
<td>6</td>
<td>26</td>
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Management of non-attendance

Attendance is monitored using electronic roll marking, which is a component of the SENTRAL program. The administration and executive staff monitor partial attendance and habitual latecomers.

Classroom teachers and executive regularly and sensitively, make contact with parents to inquire about the wellbeing of students when they have been absent for three days without explanation.

Parents are contacted by formal letter for explanations about unusual patterns of partial leave as required.

The school utilises the Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) both of whom support students and families when attendance begins to cause concern.

Classroom teaching and learning programs are child centered, engaging and cater for individual needs, thereby promoting attendance.
Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary Principal</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Assistant Principals</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teachers (K-6)</td>
<td>12.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Learning and Support - Primary</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
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<tr>
<td>Primary District School Counsellor</td>
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<tr>
<td>Total Teacher Entitlement</td>
<td>20.73</td>
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<tr>
<td>Primary General Assistant</td>
<td>0.8</td>
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<tr>
<td>Primary School Administrative Officer</td>
<td>1.422</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>1.0</td>
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<tr>
<td>Total Non-Teacher Entitlement</td>
<td>3.222</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 there were two classroom teachers and one School Learning Support Officer (SLSO) identifying as Aboriginal employed at Tuncurry Public School.

Staff retention

Historically staff retention at Tuncurry Public School has been very high but 2012 saw the retirement of several long standing and well respected teaching and executive staff.

At the commencement of the year, Mrs. Atchison an Assistant Principal and Mr Lyndon, a classroom teacher both commenced leave, pending retirement throughout 2012. At the end of Term One, Mr Graham received a promotion to Assistant Principal at Forster Public School.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>Nil</td>
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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>30/11/2012</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>253,473.68</td>
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<tr>
<td>Tied funds</td>
<td>315,632.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>139,064.73</td>
</tr>
<tr>
<td>Interest</td>
<td>9,872.77</td>
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<tr>
<td>Trust receipts</td>
<td>23,545.80</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>960,552.60</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>17,467.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>46,758.18</td>
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<tr>
<td>Extracurricular dissections</td>
<td>62,308.25</td>
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<tr>
<td>Library</td>
<td>2,060.95</td>
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<tr>
<td>Training &amp; development</td>
<td>3,637.54</td>
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<tr>
<td>Tied funds</td>
<td>380,788.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>59,111.53</td>
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<tr>
<td>Administration &amp; office</td>
<td>91,069.87</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>63,578.23</td>
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<tr>
<td>Maintenance</td>
<td>18,730.62</td>
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<tr>
<td>Trust accounts</td>
<td>23,407.74</td>
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<tr>
<td>Capital programs</td>
<td>31,617.47</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>800,536.50</td>
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</table>

Balance carried forward 160,016.10

A full copy of the school’s 2012 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 2012

Achievements

Arts

Music K - 6 covers the mandatory outcomes in singing, dancing and playing. Areas of listening, composition and arranging are also addressed at an age appropriate level across most stages. The purchase of keyboards has allowed a teaching focus on playing tuned percussion across all stages.
The ‘Instrumental Program’ has changed with Kerri Knight now teaching the brass and reed instruments and Kate McNichol taking the choir. Mr. Norton continues to provide guitar tuition, Mrs. Watson provides piano tuition and Marie Battle provides flute tuition. Mrs. Northey directs a choir to sing at the annual Community Carols.

This year the Tuncurry School Choir has performed for the senior citizens at GLAICA House and Beaumont Terrace. During Education Week classes in Stage 2 performed at the Stocklands Shopping Complex. A multi-stage group also performed at the Education Awards Ceremony hosted by Tuncurry Public School. At present students across Stage 2 are rehearsing in preparation for the 2013 Taree Eisteddfod.

Band members attended at Combined School Band workshop with a number of members attending the Manning Myall Music Camp held in October. The School Band and Choir also performed at our annual presentation assembly in December.

One of the highlights of the year was the assembling of the entire school to join with the rest of the nation in song, participating in the National Song Day.

Once again the school performed Christmas carols at Carols by Candlelight, local shopping centres and for various charities.

**Dance**

The size of the school dance group continues to grow each year and this year we had 44 students who gave up their lunch time each Tuesday to practice their routine with dance teacher Tracey Searle and Mrs Griffin. The group performed the dance “Shrek in the Swamp” in the 2012 Shine-On Concert, which showcased the high quality of the performing arts in the GLLC. Every child was costumed as a character from the movie ‘Shrek’. It was a high quality performance and enjoyed by the audience and the performers themselves.

**Debating**

A dedicated group of Stage 3 students participated in the Lower North Coast (LNC) Debating Competition and were fortunate to have expert coaching from Mrs. Liz Howard. The students worked with Mrs. Howard each week and developed their arguments and practised their rebuttal skills both at school and at home.

The enthusiasm as well as the vocal and written skills developed amongst the debaters was impressive and obvious. Each student grew in confidence and enjoyed the experience.

**Public Speaking**

Students from Year 1 through to Year 6 participated in the Tuncurry Public School Public Speaking Competition. This is held to encourage students to develop their skills in expressive and receptive language.

The winners of the public speaking competition from Year 3-6 went on to represent at the LNC District Competition, which was held at Tuncurry Public School during Term 4.

Our school Public Speaking winners for 2012 were:

- Lilly Bultitude Year 1
- Will Elliott Year 2
- Hannah Haddad Year 3
- Joel Elliott Year 4
- Olivia Sharpe Year 5
- Henry Woodyard Year 6

**Special Needs Programs (Every School Every Student – ESES) – formerly known as STLA**

During 2012 significant departmental changes (ESES) occurred that altered the way funding support was administered and delivered to our students with special needs. Only students with the highest support needs continue to be funded on an individual basis. TPS has 4 students in this category. The remainder of the students with specific learning and behaviour needs are supported through a school allocation of ESES funding.

The Learning Support Team (LST) is responsible for overseeing the allocation of funding through
an equitable distribution of personnel and resources. This incorporates students with diagnosed disabilities and / or learning assistance needs.

Approximately 80 students with learning support needs, from K – 6, were assisted by the Learning and Support Teacher (LaST), after being referred by the LST. Literacy assessments are provided, plus the teacher gives individual and group lessons for explicit skills to aide literacy progress.

The recent changes to our Support Teacher funding allocation saw the loss of our Early School Support Teacher (Mrs Seddon), with her caseload picked up by Mrs Anker. We have been allocated 1.2 Full Time Equivalent (FTE) Last time, which we utilise as 5 days with Mrs Anker’s support programs and one day with Mrs Smithurst, a specialist behaviour support teacher working with students, parents and teachers.

Two students who have attended the Centre for Effective Reading (CER) Centres in Sydney and have been receiving follow up daily tuition programs as recommended by CER and overseen by our LaST.

LOW SES National Partnerships has funded our tutors for literacy groups, CER tutoring and also for language groups for younger students with identified expressive and receptive language needs.

**Reading Recovery**

Reading Recovery is an early intervention program designed for students who are identified as being at risk in literacy after their first year of classroom instruction. The program provides individual instruction tailored to students’ needs.

After having been a classroom teacher for many years, Mrs Watson was offered the position of Reading Recovery Teacher at the beginning of 2012, following on from Monique Leahy, who successfully delivered the program for many years. As well as conducting daily Reading Recovery lessons each week, Mrs Watson was required to undertake ‘hands-on’ training each fortnight, with other Reading Recovery Teachers from our region under the guidance of a qualified Reading Recovery tutor.

In 2012, 8 students commenced the program. Six of these students completed the program at Year One average, while two were referred for further support.

All students previously on the program were continuously monitored this year and have demonstrated steady progress.

**Sport**

At the end of 2011 Mr Lyndon retired after teaching at Tuncurry Public School for 22 years. During that time he was responsible for the organisation of all school sporting and Physical Education (P.E.) programs from K-6. Leaving very big shoes to fill, the position in 2012 was split between Mr Kernick, who conducted all P.E lessons and Mrs McPherson, who organised the school carnivals and many of the PSSA competitions. This was a transitional year and we thank them both for their tremendous effort.

All students from K-6 were involved in a sequential developmental program involving a variety of games and skills. Incorporated into this program are the sixteen fundamental movement skills which are mandatory requirements of the Department of Education and Communities (DEC). During Term 3, all students from Year 2-6 received dance lessons from a local dance teacher to cover the dance component of the Personal Development/Health/Physical education (PDHPE) syllabus.

As an affiliated member of the NSW Primary School Sports Association (PSSA) the school has been involved in knockout competitions for cricket, soccer, tennis, rugby league and touch football. Unfortunately, we were unable to compete in a number of gala days offered, due to lack of transport to venues. The boys’ soccer team was the most successful team, making it through to Round 6 (a Hunter Region Semi-Final)
As in previous years, tennis with local coach Darren Nash was offered as an option during Friday sport. Friday sport was organised on a rotational basis in each stage, with a variety of sports being covered.

During Term 4, the Sports in Australia Program once again replaced our normal school sporting program. This program was run by a team of trained physical education teachers, who provided the student with a range of equipment and challenges each week.

The school community was once again tremendous in the collection of 'Coles' dockets, which provided the school with valued sporting resources especially new swim gear to support our volunteer learn to swim program.

The Swimming, Athletics and Cross Country Carnivals were successfully completed with students going on to represent our school at zone and regional level. Our most successful sporting students were Anita Handono (Cricket), Courtney Wyborn (Swimming) and Keaton Murray (Hockey) who gained selection into Regional teams. Keaton received a Hunter PSSA Sports Award for his part in his team’s success.

Student Welfare

A fundamental component of student welfare is our planning room. The planning room operates daily from 1.45pm to 2.10pm with students attending for counselling. Students are referred to the planning room for classroom or playground behaviour that is not consistent with our core values of RESPECT, SAFETY & PERSONAL BEST. Students are also referred to provide extra information about incidents, to provide support to friends and to assist in mediating conflict or relationship difficulties. Some students make self-referrals and seek assistance from the planning room counselors.

During the year 593 individual or group counselling sessions were conducted. Of these most students did not require any further counselling. Only 3% of the school enrolment have required multiple counselling sessions. The Planning Room Team meets regularly with the PBL and LST, consults with the Principal and makes referrals to the school counselor. Parents and care providers are encouraged to discuss concerns with the planning room staff. Two parents/care provider information sessions were held during the years to promote PBL.

Student behaviour data is tracked using ‘Sentral Welfare’. Collated data made available through Sentral has enabled staff to target specific problem areas in the school and identify specific behaviours. These behaviours have been addressed through PBL systems. Visual reminders have been placed around the school to help students with School Core Values and behaviour expectations of positive behaviour. A school matrix for non-classroom behaviour has been developed, displayed and explicitly taught throughout the school.

Pre-school to Kindergarten Orientation

During Term 4, Kindergarten students from all preschools were invited to attend three orientation days at school. This program has been designed to enable students to become familiar with the school environment, lessen anxiety and provide the best possible start to Kindergarten.

Visits were held on different days and times to ensure maximum participation levels. On the first day, students took part in a physical orientation program around the buildings and the playground. School rules were explained, as well as regular school routines and events. This session concluded with play on the climbing equipment, practising safety rules.

During session two, pre-school students attended a school assembly and participated in a health hustle activity. On the final visit, students were read stories and participated in music and PE lessons.

These visits were followed by a formal orientation day where parents came to an information meeting in the hall and the students spent the morning in their future classrooms.

Year 5 Outdoor Education Camp - Morisset

In November 49 Year 5 students and three teachers attended a three-day camp conducted by Outdoor Education at Morisset. The activities were designed to challenge the students physically and mentally and push them beyond their comfort zone. The giant swing, the flying fox and the high ropes course were examples of the challenging activities. All students and staff found this an enjoyable and rewarding experience.
Year 6 Canberra Excursion

During Week 2 of Term 3, students, staff and parents attended an excursion to Canberra and Perisher Valley snowfields. It was a very busy but enjoyable week, with many memorable highlights for the students. On arrival in Canberra, the students visited the Australian Institute of Sport (AIS) and were lucky enough to have local cyclist, Grant Melzer as the guide showing them around. One of the activities in the Canberra visit was a tour of Parliament House and the Electoral Education Centre, which included a lot of ‘hands-on’ activities and role playing, to deepen the students understanding of the election and voting process. The visit to the National Museum was another terrific experience whereby each group was allocated a camera to take a photo of an object and to write down questions about it. These photos and questions will be sent to the school so the students can research them. The night activities at Questacon and the Botanical Gardens were also very enjoyable (if a little chilly in the gardens). At the War Memorial the students were lucky enough to experience the closing ceremony with the haunting sound of the bugler playing the ‘Last Post’ echoing around the center.

The snow was undoubtedly the biggest highlight for many of the students and we were lucky enough to have had a big fall the night before our visit. Although the weather was very cold, it was a great experience to actually see the snow falling not only as crystals but also as sago snow when it was at its heaviest. The students enjoyed getting revenge on their teachers in the snowball contests with Mr Walla and the two parents usually coming out the worst. Mr Walla proved to have a great talent in showing the students how to build a giant snowman as well as how to make an igloo. We had a great day in the snow!

The teachers were very proud of the behaviour of our students, particularly during the formal visits to venues in Canberra. They looked great in their uniform, were well-mannered and answered some excellent questions during some of the sessions. Congratulations Year 6.

Public Education Awards

Public Education Week was celebrated during Week 3 of Term 3. On our school Open Day, parents were invited to participate in a range of ‘Design and Make’ activities with their children to highlight this component of the science curriculum. The school choir, band and dance group entertained parents during the afternoon as well as performing in a concert at the Stockland Shopping complex.

This year, the Combined Lower North Coast and Manning Camden haven District Education Week Awards Ceremony was organised and hosted by our school. This ceremony was an excellent opportunity to showcase the many wonderful attributes that Public School education has to offer, especially at our school. Public Education awards were presented to:

Glen Norton and David Graham

Excellence in Teaching:

Anita Handono

Excellence in Student Achievement:

Pat Garner

Excellent Service to Public Education:

Book Week

Book Week was celebrated with an enjoyable variety of activities to reinforce the importance of reading in our everyday lives. Afternoon book readings were held each afternoon, whereby the students could choose which story and adult they would like to listen to for the session. There were a great variety of stories and it was wonderful to see several parents and helpers join in this activity. The Library Book Fair totalled $4430.00 in sales to students, with commission of $1328.00 returned to the school in the form of books for the library.

Students were invited to enter a colouring competition illustrating the 2012 Book Week theme of ‘Champions Read’. No doubt the highlight of the week was the Grandparents’
morning tea and student’s Book Character Parade, which took place on Thursday. Students from K-6 got into the spirit and dressed up in some magnificent costumes for the parade, which was conducted on the netball courts to an audience of keen parents, grandparents and friends. Even the teachers got into the spirit by dressing up in a variety of costumes.

Technology

During 2012 the teaching and learning experiences for staff, students and community members were enhanced by:

- The installation of a thirty computer network in the school library.
- Staff training in the use of IWBs and ongoing support programs to enhance quality teaching practices.
- Staff training and ongoing support in the development of Notebook resources for IWB use.
- Purchase of VGA multipliers to improve visual quality of IWBs.
- The SENTRAL tracking and reporting system has been fully implemented with roll marking, student record keeping and reporting undertaken by all staff.
- Ongoing support for staff and student use of the North Coast Domain to enhance teaching and learning programs.

Visiting Performances

Students attended two visiting performances in 2012. During NAIDOC Week, the students enjoyed an educational performance by visiting Aboriginal performer Arron Taylor, who played the didgeridoo and talked about Aboriginal traditions and culture. To support our school core values and PBL expectations, Brainstorm Productions presented a show called ‘Saving Lil and Archie’, which demonstrated to the students in a fun way, how to deal with anger and fear. The performance promoted kindness and forgiveness and highlighted the issues that students face when using technology such as the internet and mobile phones.

Charities

Various fund raising activities took place during the year in support of charities. Life Education ‘Dress Down Day’ raised $284.75, Steward House, $66.00 and ‘Day for Daniel’ raised $600.00.

Other

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)

This year 51 Year 3 students and 66 Year 5 students undertook NAPLAN testing in literacy and numeracy. Students receiving assistance from the Learning and Support Teacher (LAST) also participated in the test. Weaknesses identified through analysis of NAPLAN will be addressed in classrooms during 2013. No Year 3 and Year 5 students from TPS were exempted from NAPLAN in 2012.

NAPLAN reporting

‘The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN)’. Click on the link and enter the school name in the Find a school text box and select GO www.myschool.edu.au
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, 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 percentage of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|---------------------------------|----------------|
| Reading                         | 92.0           |
| Writing                         | 94.1           |
| Spelling                        | 92.2           |
| Grammar & Punctuation           | 88.2           |
| Numeracy                        | 79.6           |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|---------------------------------|----------------|
| Reading                         | 92.4           |
| Writing                         | 83.3           |
| Spelling                        | 100.0          |
| Grammar & Punctuation           | 90.8           |
| Numeracy                        | 93.9           |

Significant programs and initiatives

Aboriginal education

Aboriginal students make up 12% of the school population. In 2012 we continued to develop Personal Learning Plans (PLP’s) for all Aboriginal students. This involved parent meetings and participation in setting goals for the students. These meetings were very successful in sharing relevant information through discussion about their student’s needs and progress.

During 2012 our school, in conjunction with The Great Lakes Learning Community (GLLC) obtained funding through Schools in Partnerships (SIPs) to further develop Aboriginal Education programs. This funding provided a trained Aboriginal SLSO to work with students to improve their numeracy skills through the Quiksmart numeracy program. Stage 2 and 3 Aboriginal students participated in a healthy eating and mentoring program with Elliott Stewart (Senior Aboriginal Health Education Officer-Lower North Coast Area Health). Stage 3 boys participated in a ‘Boys’ Group’ with Elliott, which developed their self-confidence, engagement and participation in school activities.

Our school garden was completed during the year and the future produce will be used in the healthy eating program.

Senior Aboriginal students, parents/carers and a buddy, participated in the Forster Foreshore Cultural two hour walk of the local Worimi land. This provided an opportunity to learn more about the local culture, tools, bush tucker and medicine. A Worimi Elder conducted the tour and the students had the opportunity to learn and ask questions about history and culture.

One staff member represented the school at Aboriginal Education Consultative Group (ACEG) meetings, Aboriginal Education Collegial Leadership Meetings and Aboriginal Education LLC Network meetings during the year.

The school held a NAIDOC Celebration Day where students, parents and the community participated in cultural activities and a barbeque. Local Worimi man, Jye Simon, provided the “Welcome to Country” in Gathang language at our NAIDOC assembly, as well as at the District Public Education Award ceremony which was held in our assembly hall during Education Week.

Students enjoyed a performance by Aaron Taylor on the didgeridoo and storytelling.

Stage 3 girls had the opportunity to experience The Health and Hygiene program implemented by Tobwabba Medical Centre and held at Forster Primary School.
Multicultural education

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. HSIE provides the vehicle to study other cultures, encouraging attitudes of respect for diversity.

To assist in ensuring an inclusive school community that is free of racism a trained anti-racism staff member is available to deal with issues should they arise.

Respect and Responsibility

Values education underpins our welfare and discipline policies. The core values of SAFETY RESPECT AND PERSONAL BEST are embedded in all teaching and learning activities and programs.

The singing of the National Anthem at regular assemblies, the daily raising of the Australian, State and Aboriginal flags and acknowledgement of country, are all significant.

Our school supports community events and was well represented at Anzac Day and Remembrance Day ceremonies. In 2012, two of our Aboriginal teaching staff, school leaders and Stage 3 Aboriginal students, attended a special commemorative service to remember the Aboriginal soldiers who served our nation in wartime. This moving service was held on Tobwabba Hill.

The school choir visited Beaumont Terrace, Glacia House and Kularoo Gardens Nursing Homes to sing to the residents as well as public performances at other community events.

Low SES National Partnership Programs

Teaching staff were provided with monthly stage based professional learning opportunities to plan collaborative teaching programs and assessments to improve student outcomes in targeted areas for literacy and numeracy.

- Nominated staff members were released on a regular basis from their own class to provide support and organise programs in the areas of numeracy, literacy, GATs and Aboriginal Education;
- ongoing staff development by the Best Start Consultant on the use of the Literacy and Numeracy continuum and the accurate plotting of data for K-2 students;
- trained tutors assisted classroom teachers in administering the CARS and STARS reading program to improve the comprehension skills of targeted students;
- training and development in the use of the Quicksmart Numeracy program took place for two staff members and two SLSL staff (After this training, 42 students took part in this program, to improve their automaticity and accuracy in recalling basic number facts);
- staff members undertook training on the new components of the SENTRAL electronic reporting system;
- an external auditing body conducted a “Dare to Lead” snapshot on Aboriginal Education programs operating in our school and made recommendations for future improvements; and
- thirty new computers were purchased for the library to enhance the explicit and progressive teaching of computer skills from K-6.

Future Directions

A continued emphasis on tracking student learning on both the Literacy and Numeracy Continuums by all staff.

The trial of stage-based numeracy lessons using the continuum to group students. Each balance numeracy session will allow for differentiated access to the curriculum for all students.

Implementation of the recommendations from the ‘Dare to Lead’ snapshot.

To improve student engagement and attainment through the explicit implementation of classroom based PBL strategies.
Progress on 2012 targets

School Priority 1 - Literacy

Improve Literacy skills of all students with a focus on reading and spelling.

Reading

- Increase the percentage of Year 3 students at or above National Minimum Standards (Bands 3, 4, 5, 6) from a four year average of 78.78% to 79% in 2012.
- Increase the percentage of Year 3 students in Proficient Bands (5, 6) from a four year average of 31.5% to 32.5% in 2012.
- Increase the percentage of Year 5 students at or above National Minimum Standards (Bands 5, 6, 7, 8) from a four Year average of 75.75% to 76% in 2012.
- Increase the percentage of Year 5 students in Proficient Bands (7, 8) from a four year average of 25% to 26% in 2012.
- Increase the percentage of Year 5 students achieving expected growth from 80.25% to 82% in 2012.

Spelling

- Increase the percentage of Year 3 students at or above National Minimum Standards (Bands 3, 4, 5, 6) from a four year average of 78.5% to 79% in 2012.
- Increase the percentage of Year 3 students in Proficient Bands (5, 6) from a four year average of 27.25% to 28% in 2012.
- Increase the percentage of Year 5 students at or above National Minimum Standards (Bands 5, 6, 7, 8) from a four Year average of 76% to 76.5% in 2012.
- Increase the percentage of Year 5 students in Proficient Bands (7, 8) from a four year average of 21.75% to 22.5% in 2012.

Our achievements include:

- The average scaled score growth for Year 5 students in Spelling was 120.3.
- 80.4% of Year 3 students and 83.1% of Year 5 students, achieved above the National Minimum Standards for Spelling in 2012 NAPLAN testing.
- 87% of Kindergarten students achieved in Exit Level 3 & 4 in Aspects of Speaking, in Best Start Data.
- Only 2% of Kindergarten students remained in Exit Level 0-1 for Phonemic Awareness, Concepts of Print and Comprehension.
- 80.4% of Year 5 students achieved above National Minimum Standards in Reading, which exceeded the target of 76%.
- 87% of Year 5 students achieved the expected scaled score growth for Reading, exceeding the target of 82%
- TPL and National Partnerships funds used to release teachers for one day per month for syllabus implementation and planning.
- Best Start consultant provided regular support for all K-2 staff to assist with plotting students on the Literacy continuum and entering Best Start Data.
- Best Start consultant provided access to assessment tasks and resources to assist with consistency of teacher judgment when plotting students on the Literacy Continuum.
- All students from Kindergarten to Year 2 are being assessed by teachers using Best Start clusters and plotted on the Literacy Continuum.
- Targeted groups of students worked with trained tutors using the CARS and STARS reading program which focuses on explicit teaching of reading and comprehension strategies.
- Interactive technology and IWBs utilised in all classrooms to engage students in literacy lessons.
- All students accurately Benchmarked in reading and results entered in ‘Edu Pro’ component of SENTRAL for student tracking of achievement.
- GATs writing activities cater for the top 25% of students.
All students who fell below National Minimum standards and all Aboriginal Students, have a Personalised Learning Plan (PLP) containing individual learning goals.

School Priority 2 - Numeracy

Increase levels of numeracy performance for all students.

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students above National Minimum Standards (Bands 3, 4, 5, 6) from four year average of 77.5% to 78% in 2012.
- Increase the percentage of Year 3 students in Proficient Bands (5, 6) from a four year average of 27.75% to 28.5% in 2012.
- Increase the percentage of Year 5 students above National Minimum Standards (Bands 5, 6, 7, 8) from a four year average of 73.75% to 74% in 2012.
- Increase the percentage of Year 5 students in Proficient Bands (7, 8) from a four year average of 15.25% to 16% in 2012.
- Increase the percentage of Year 5 students achieving expected growth from 77.8% to 78.5% in 2012.

Our achievements include:

Kindergarten Best Start Data

- 27% of students achieved Exit Level 2 in Numeral Identification
- 13% of students achieved Exit Level 2 in Forward Number Sequence
- 40% of students achieved Exit Level 3 in Forward Number Sequence
- 19% of students achieved Exit Level 1 in Early Arithmetic Strategies
- 38% of students achieved Exit Level 2 in Early Arithmetic Strategies
- 40% of students achieved Exit Level 3 in Early Arithmetic Strategies
- 75.7% of Year 5 students performed above National Minimum standards in Numeracy which exceeded the target.

86.1% of Year 5 students achieved expected growth in Numeracy.

A staff member was appointed as the Numeracy Leader to coordinate all school and Great Lakes Learning Community (GLLC) numeracy programs.

The school contributed funds from National Partnerships to allow a High School Mathematics teacher to work with our numeracy leader and others in the GLLC to develop a set of problem solving lessons for Stage 3 students to improve their skills and to up skill the teachers.

All teachers using ‘Fast Maths’ at the beginning of balanced numeracy lessons in their classrooms.

All staff programming using the NSW Mathematics syllabus and North Coast Electronic Numeracy Program.

42 targeted Year 5 and 6 students, plus all Aboriginal students from 3-6 accessed the Quicksmart Numeracy program to improve the automatic and accurate recall of basic number facts.

An Executive, a classroom teacher, the STL teacher and two SLSOs received training in administering the Quicksmart Numeracy program.

Best Start consultant provided regular support for all K-2 staff to assist with plotting students on the Numeracy continuum and entering Best Start Data.

Best Start consultant provided access to assessment tasks and resources to assist with consistency of teacher judgment when plotting students on the Numeracy Continuum.

All students from Kindergarten to Year 2 have been assessed by teachers using Best Start clusters and plotted on the Numeracy Continuum.

School Priority 3–Aboriginal Education

Outcome for 2013

Increase Aboriginal learning outcomes to match or better outcomes for all students.

2012 Targets to achieve this outcome include:
Build self-esteem, pride and greater aspirations for all indigenous students.

Increase the growth of Year 5 and Year 7 Indigenous students in line with the general school population.

Increased engagement of Aboriginal parents in supporting their child’s learning.

**Our Achievement Include:**

- In Reading, 66.7% of Aboriginal students achieved greater or equal to expected growth with an average scaled score growth of 105.7. This is compared to all students who achieved 50.0% greater than or equal to expected growth and 81.6 scaled score growth points.

- In Spelling 88.9% of Aboriginal students achieved greater than or equal to expected growth with an average scaled score growth of 130.8. This is compared to all students who achieved 78.9% greater than or equal to expected growth and 120.3 scaled score growth points.

- In Numeracy 33.3% of Aboriginal students achieved greater than or equal to expected growth with an average scaled score growth of 87.3. This is compared to all students who achieved 37.9% greater than or equal to expected growth and 86.1 scaled score growth points.

- All Aboriginal students have PLPs that were developed with their teacher and parents/caregivers

- Parent interviews were conducted in Terms 1 and 4 to update achievements and student goals for 2013 PLPs

- SMART data was analysed to form target groups of Aboriginal students for Literacy and Numeracy

- Aboriginal students from Year 3-6 included in the Quicksmart program which was administered by an Aboriginal tutor.

- Cultural awareness excursion conducted for Aboriginal students, carers and student buddies during NAIDOC week.

- Local elders and AECG members were personally invited to NAIDOC Celebrations and Education Week activities which included BBQs and assemblies.

- Attendance of Aboriginal students regularly monitored and attendance goals included in PLPs for students at risk.

- New scheme Aboriginal teacher received formal accreditation during 2012.

- The Aboriginal Meeting room was completed and two computers purchased for use with Aboriginal students. This room was also used to conduct QuickSmart lessons and all PLP and parent interviews for Aboriginal students.

- The North Coast and New England Aboriginal Health Officer conducted cooking groups and a Boys group

**School Priority 4 - Engagement**

**Outcome for 2013**

**Improve student engagement and achievement in learning.**

**2012 Targets to achieve this outcome include:**

- Increase attendance rate for all students from 93.13% in 2011 to 94% in 2012.

- Continue to implement PBL strategies and include classroom behaviour as new focus.

- Teacher programs and lesson plans to demonstrate differentiation for the top 25% of students as identified through SMART data.

- All staff to move at least 1 domain in Data Analysis Skill Assessment (DASA by end 2012)

**Our Achievement Include:**

- Average attendance rate for all students in 2012 was 92.36%.

- The poor attendance rate of three students (two within the same family), affected the overall average school attendance data.
• Average attendance rate of Aboriginal students in 2012 was 93.9%, which was the second highest attendance rate in the Great Lakes Learning Community.

• All K-2 staff is plotting students on the Literacy and Numeracy continuums.

• Stage 2 teachers have worked with Best Start consultant to plan for plotting of students in 2013.

• Top 25% of students in Stage 3 were invited to be part of a Maths enrichment program run by a High School teacher in Problem Solving.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Positive Behaviour for Learning (PBL), Dare to Lead Snapshot for Aboriginal Education and Community Satisfaction.

Positive Behaviour for Learning (PBL)

Background

Tuncurry Public School is in the third year of PBL and has had an ongoing focus on improving student behaviour in the playground. Planning room data demonstrates a decrease in the number of reported incidents of violence, out of bounds, bullying and general aggression in the playground during 2012. Staff attributes this to continued focus on PBL strategies. Some of the strategies that the school has implemented this year are as follows:

Findings and conclusions

• Fortnightly PBL meetings are held with the PBL committee which includes two parent representatives. Staff are regularly updated at staff meetings on PBL strategies and decisions.

• PBL noticeboard in the school foyer includes regular updates of student activities and successes as well as minutes from PBL meetings.

• Parents are notified of PBL decisions through the fortnightly school newsletter and website and articles and photographs are published in the local newsletter.

• Large visual signs outlining expected behaviours have been located at key locations such as canteen, bus lines, front foyer and hall.

• Large photograph boards have been established in the school hall and are regularly updated by SLSO when school activities occur. These are very popular with students and parents and reinforce the great things that happen at our school.

• A slide show of school activities appears on a large television screen in the school foyer and is continually added to as new events occur at the school.

• Regular weekly WIN BIN draws take place with a winner from each grade receiving a voucher to the school canteen. At the end of each term all WIN BINS are included in the major prize draws.

• A bullying audit was conducted with all students, who were required to anonymously identify students who have bullied them in the past 6 months or who they have seen bully someone else. A parent survey was also conducted to ascertain their perception of bullying and the handling of bullying at the school. 77% of parents surveyed felt that the school is always friendly and caring. 71% of parents surveyed felt that bullying is a bit of a problem that only happens sometimes but we could improve things. This data from the parent survey and the student bully audit was collated to form targets groups for intervention programs. Programs that have already commenced are Yoga, Bowen Therapy, “Boys’ Group”, “Girls’ Group”, a visiting ‘Brainstorm Productions’ performance and follow-up lessons relating to resilience and Riding for the Disabled. These programs will continue in 2013.

Future directions

Planning room data for Terms 1-3 of 2012 indicates an increase in insolence toward teachers, particularly casual teachers. This will be a major focus for 2013.
Core value signage has been made and placed in all classrooms and public meeting areas. These values are to be regularly reinforced as class lessons.

PBL behaviour matrixes are placed in all classrooms and other public meeting areas around the school. Matrixes outline the expected behaviour for the location.

A greater use of WIN BINs for in-class behaviours has been recommended.

Staff development for New Scheme teachers on classroom management skills.

**Dare to Lead Snapshot – Aboriginal Education**

**Background**

Dare to Lead is a project run by Principals Australia Incorporated and provides support for Principals endeavouring to improve learning outcomes for Indigenous students and to improve the curriculum across all schools about traditional and contemporary history and culture. Dare to Lead was invited to complete an external, independent review of Aboriginal and Torres Strait Islander education at Tuncurry Public School. National Partnership funds were used to pay for the Dare To Lead Audit Team and the staff and executive that were involved in the interviews. The snapshot included interviews with staff, Indigenous and non-indigenous students, Indigenous and non-indigenous parents and employees as well as school executive.

The sets of questions were predetermined by the Snapshot Team and included staff, students and parent perceptions about the school, the teachers, curriculum, racism, aspirations and suggested changes.

**Findings and conclusions**

- The school was commended for the regular flying of the Aboriginal and Torres Strait Islander flag as a wonderful sign of the respect the school holds for its community and cultures.
- The school is a positive learning environment where students are happy and the teaching and non-teaching staff members are committed to providing quality education for all.
- The regular Acknowledgement of Country at major school assemblies and events as it demonstrates the respect that the school has for the Aboriginal community.
- The many roles and outstanding work of one staff member who is Aboriginal, was commented on by all interviewed. Her work is the corner block of the successful practice in Aboriginal education which is obvious in the school.
- The Snapshot team heard many positive comments from all interview groups about the accommodating and friendly front office staff who are most welcoming of students, staff and school visitors.
- The early indications are that the Yarning Circle is going to be a positive initiative which will provide staff with an appropriate cultural tool to further enhance their communication and connection to their students.
- The vegetable garden program, the process, products and final use of the vegetables is commended on many levels for its ability to engage Aboriginal students and community.
- The role that the Aboriginal school cleaner plays across the school as a role model, mentor and behaviour manager is seen by many within the school community as vital to the school’s success.
- The role of the Principal at Tuncurry Public in driving Aboriginal Education is strongly commended. The interpretation of the Great Lakes Learning community direction in Aboriginal Education throughout the life of the school is obvious.

**Key Recommendations**

- **Aboriginal Education Committee** - It is recommended that the school leadership team lead a process involving teachers, parents and community, to design an overarching statement that drive the
school’s directions in Aboriginal Education. The Snapshot team recommend that the school creates an Aboriginal Education Committee which could:

- Consist of at least 1 executive member (not necessarily the chairperson), teachers, Aboriginal staff, Aboriginal parents/community and possible an AECG representative;

- Consider the inclusion of student representatives who more broadly provide an Aboriginal Students voice in Aboriginal Education decision making who attend meetings on invitation;

- Familiarise all staff with the Aboriginal Education Policy

- Develop a clear statement of roles and responsibilities which provide a strategic framework for improving the outcomes of Aboriginal students;

- Refine, monitor and evaluate PLPs, include students in the meetings and provide staff training;

- Be the coordinating team to apply and evaluate Aboriginal Programs;

- Engage other school committees to share action plans/decisions across the school so that Aboriginal Education is seen as a whole school responsibility.

- **Attendance** - It is recommended that the school undertakes an interrogation of attendance data to ascertain the real data around student attendance. This process will highlight those students needing extra assistance / support / management / case load etc., those needing praise and those on the cusp who need careful case management to stop them becoming a part of the negative statistic.

- **Transition** - It is recommended that a transition of Aboriginal students from Year 2 to Year 3 is necessary to ease fear and stress and prevent learning disengagement and frustration.

- **Community Register** - It is recommended that the school, in conjunction with the GLLC, develop a community register of all resources available in the learning community. This could include names and areas of expertise, activities, contact details and costs associated to engage Aboriginal people in school activities.

- **Gathang/Worimi** - It is recommended that the school works with the local community to develop a process to use bilingual signage around the school and in classrooms.

- **Aspirations and Career Planning** – It is recommended that the school, in conjunction with the GLLC and wider Forster/Tuncurry community, develop a Careers Expo for all Aboriginal students from, Year 3 onwards.

- **Cultural Identity Programs** – It is recommended that the school investigates the provision of community developed and delivered learning sessions on a planned and regular basis to Aboriginal students around their identity, family links, language, land, lore and spirituality. This program could also be offered to parents and community members, in consideration of the lost knowledge that exists in our communities.

- **Community Engagement** – It is recommended that the school defines what is meant by “Community Engagement” to ensure a whole school understanding of the need to engage Aboriginal parents in the learning process.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The same parent satisfaction survey was conducted in 2011 and 2012 to gauge responses to improvements made after 2011 survey. One hundred and sixty parents responded to the survey.

Results of the parent survey, along with the accompanying written comments, indicate that
96% of parents are generally happy with the running of the school, compared to 94% in 2011. 86% of parents were happy with curriculum offerings compared to 91% in 2011. These lower responses were disappointing and upon reflection by the staff, could be as a result of poor communication about the programs that students are involved in. For example, other parents are not notified about GATs programs, remedial or social programs if their child is not involved, therefore they would not necessarily be aware of them.

Of concern to staff was the fact that some parents did not think that there was an emphasis on academic achievement. The number and frequency of extra-curricular activities will be examined for 2013. More regular parent information nights (to coincide with school discos each term), will be held to inform parents about programs and activities each term. Through this communication we hope to develop a greater understanding of the programs and activities that we offer.

The improvement and continued updating of the school communication networks, such as the newsletter and the school website are continually receiving positive feedback from parents and visitors to the school. 97% of parents responded positively about school communication materials. The addition of photographs and PowerPoint presentations to the communication mediums have continued to help ensure that communication sources make it from school to home. The addition of photograph boards in the school hall has not only improved the respect and pride of our students and parents but also promoted the positive image of our school in the wider community. Our school hosted the 2012 District Public Education Week Awards and received many positive comments from visiting staff, parents and dignitaries.

98% of parents responded positively to the question relating to the maintenance of school grounds. They have been a continued source of comment from parents and community and the school P&C has committed ongoing funds to continue to provide plants for the school gardens. Volunteer parents continue to assist with planting and watering of gardens.

**Professional learning**

To enable access to professional development opportunities which enhance quality teaching, staff and their executive stage leader, were released for one day per month, to plan and assess quality lessons and assessments. The first stage days of the year were used not only for planning but also for teachers to analyse SMART data, look at the suggested strategies for improvement and group their students for their academic subjects. In 2011 DASA results indicated that 65% of the staff were in Phase 1 for data analysis. Results from 2012 indicated an improvement in this area. Included in this data were specialist teachers, such as the Music teacher, the Librarian and the PE teacher who do not access SMART data for their class lessons. Casual teachers, who were working at the school during the school evaluation period but may not have had access to SMART data, also completed the DASA for their own professional development. All permanent classroom teachers felt that they had a greater understanding in navigating SMART data but needed to improve in incorporating it into everyday planning of lessons. There are seven new-scheme teachers employed on a casual basis and all have shown growth in the analysis of SMART data.

A portion of the stage planning days for all K-2 staff, was committed to ongoing support from the Best Start Consultant who assisted with developing the familiarisation and confidence in using the Literacy and Numeracy continuums and Best Start data entry. She also provided access to teaching resources and assessment tasks to ensure consistency of teacher judgement regarding progress between continuum clusters. In Term 2, the Best Start Consultant commenced this process with the Stage 2 teaching team, in readiness for possible mandatory data entry in 2013. The Numeracy Consultant also conducted two staff meetings on using the Numeracy Continuum and conducting balanced numeracy lessons within the classroom.

Time during stage planning days was also devoted to the ongoing TARs process. Throughout the year, executive and the stage teams, discussed different elements from the Professional Standards Framework, reflected on current practices and planned for improvement in student outcomes aligned to our School Plan.
Professional Development for executive staff was provided in the form of Collegial Network Meetings (CLNs), whereby Assistant Principals from all of the local schools in the Great Lakes area, would meet for half a day per term, to discuss topical educational initiatives and exchange ideas and resources to improve outcomes for our students. A NAPLAN data analysis course was conducted for evaluation teams to learn about new aspects of the SMART data in readiness for the school plan.

**Electronic Reporting to Parents**

All staff have been reporting to parents using the electronic SENTRAL program for three years and electronic roll marking for one year. In 2012 staff received further training on the new components of the ‘Edu Pro’ section, which allows tracking of student results in many standardised tests as well as allowing teachers to enter their assessments into a ‘mark book’ which converts test results to percentages and transfers them to student reports. Staff also learnt to use the welfare component of the program which allows them to enter and track positive and negative behaviours on any student and access planning room data which is monitored regularly.

**The Yarning Circle**

Trained facilitator formed Yarning Circles for different purposes throughout the school. The STL teacher has conducted a daily yarn at the end of one of her sessions. The STL teacher has reported that the students involved in the yarn are more engaged in lessons, very positive and look forward to it each day.

A whole-staff Yarning Circle was conducted on the Staff Development Day Term 2 to expose teachers to the process and methodology of the program and to encourage them to trial the program in their own classrooms.

**Quicksmart Numeracy Program**

An executive, a classroom teacher and two SLSOs received six days training, which were spread throughout the 30 week program. The staff learnt about the research behind the program and the strategies involved in teaching the six components of the Quicksmart lessons. Quicksmart involves a small class instructional setting with two students at a time, using a specially constructed program supported by extensive material and computer based resources. Each group of students are involved in three 30 minute lessons per week. The training, which took place off site, also provided opportunity for networking between staff and schools from other regions.

This year 42 Year 5 and 6 students were targeted on the program, using National Partnership funding. At the end of Term 4 the pre and post data for the targeted students and 6 ‘control students’ not on the program, was entered electronically and sent to the University of New England for analysis. Although the results of research will not be sent back to schools until early next year, Quicksmart tutors report an improvement in all students in the automaticity and accuracy of their number facts. Classroom teachers of the students involved report that in most cases, there has been an improvement not only in number facts but also in confidence, self-esteem and application to other KLAs.

**CARS and STARS Reading Program**

Trained tutors were used in classrooms each day, to administer the CARS and STARS reading program to targeted students, to improve comprehension and reading strategies. This was a whole school initiative, with the Learning Support Teacher also working with the Kindergarten group. All students in the target group were administered a pre-test to determine the correct starting level and their progress graphed each day for each of the strategies. Post-test data indicates growth in most of the targeted students however; regular sickness of one of the tutors affected the consistency of the program in the classrooms who had that tutor. This program will continue next year with a greater focus on teachers using the CARS and STARS strategies and common language within their class reading lessons.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1
Outcome for 2012–2014

Improve literacy skills of all students with a focus on reading and writing.

2013 Targets to achieve this outcome include:

To increase the literacy achievements of students in Year 3 and Year 5 evidenced by performance in NAPLAN reading and writing:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At or above NMS</td>
<td>79%</td>
<td>76%</td>
<td>82%</td>
</tr>
<tr>
<td>Proficient</td>
<td>32.5%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Expected Growth</td>
<td>50%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At or below NMS</td>
<td>6%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Proficient</td>
<td>34%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Strategies to achieve these targets include:

- New Syllabus for National Implementation will deliver planned Professional learning and support for all staff.
- Staff released for 1 day per term in stage teams for professional development.
- To engage Regional Best Start Consultant to train Stage 2 and Stage 3 staff on assessing and plotting students on the Literacy Continuum.
- Classroom teachers and trained tutors to teach explicit reading strategies from the CARs and STARS reading program.
- Trained tutors to administer Multi-lit program to identified students below National Minimum Standards for Spelling.

School Priority 2
Outcome for 2012–2014

Increase levels of numeracy performance for all students.

2013 Targets to achieve this outcome include:

To increase the numeracy achievements of students in Year 3 and Year 5 evidenced by performance NAPLAN numeracy

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At or above NMS</td>
<td>78%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td>Proficient</td>
<td>28.5%</td>
<td>16%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Expected Growth</td>
<td>35%</td>
<td>38%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Strategies to achieve these targets include:

- The School Numeracy Leader will deliver whole school Professional Learning with a focus on coaching and mentoring. Staff released for one day per term in stage teams for professional development.
- Stage-based Maths classes for 3-6 classes
- Implement intervention programs to support the individual needs of students
- Fast Maths implemented in all classes
- Quick Smart administered to targeted students by trained tutors
- LaST- targeted intervention against the numeracy continuum
- Great Lakes Learning Community numeracy leaders meet once per term to engage in professional dialogue, build leadership capacity and share best practice to meet the needs of all students.
- Engage coach from GLLC to mentor staff and students in developing high order problem solving and reasoning in mathematics.

Our 2013 School Plan is available for viewing at:


under the ‘our school ‘ tab.
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.

Tim Putland – Principal
Janet Northey – Assistant Principal
SallyAnn Osborne – Assistant Principal
Graeme Dunning – Assistant Principal (Relieving)
Karen Degioia – Parent Representative

School contact information

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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: