2010 Annual School Report
Tomaree Public School

NSW Public Schools – Leading the way
Our school

Tomaree Public School (TPS) is located at the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three partners work co-operatively to enhance learning opportunities for students and to utilize the shared resources most effectively.

The community recognises that the school provides quality education and care through a balanced curriculum. The students are encouraged to learn at an individual rate, supported by caring, experienced, and dedicated staff. Strong community links with parents, local businesses and sporting clubs underpin the programs that build leadership and social responsibility. The school provides opportunities for participation and achievement in academic, cultural and sporting aspects of education. Student participation in sport, choir, public speaking, debating, band, state wide competitions, dance and gifted and talented programs is strongly encouraged and supported.

Groups of students participate in special programs using high school personnel and resources in Art, Music, Drama, Science and Mathematics. The High School and TAFE computer labs are also well utilised by primary students.

The school is closely associated with the Defence Forces with 15% of the families employed in Defence.

In 2010, the Federal Government’s Building the Education Revolution initiative provided two permanent classrooms to replace demountables, an extension annex to the shared library facilities and additional storage and workshop facilities. These additional buildings have resulted in excellent, modern space for student learning and another connected classroom for students and staff to engage in video conferencing and interactive learning. The additional, flexible learning and work spaces will benefit all students, staff, parents and the wider community of the Tomaree Education Centre.

Messages

Principal’s message

It is my privilege to write this annual school report as Principal of Tomaree Public School. I would like to acknowledge the contribution of teaching staff, non teaching staff, community members and students who have submitted reports for this document. This is an exciting and positive environment to work in where students, staff and parents work co-operatively. Our students have a wide variety of opportunities in academic, cultural, sporting and life learning experiences.

There was a strengthening of existing programs to support students and provide access to learning for all. We continued the strong traditions of success and achievement for individual students and groups in many community and regional competitions and events. Students, teachers and community members received Education Week Awards in recognition of their contribution to the school.

We continued to enjoy the active and dedicated support of our parent community who are involved in Canteen, P&C and Uniform Shop. Other parents contribute through classroom volunteer programs, excursion support, assistance in the library and a number of our sporting events and carnivals. The input of parents is always highly valued.

I hope you enjoy reading the full details of our achievements, special initiatives and future directions as presented in this report. It attempts to capture the commitment, dedication and enthusiasm of our whole school community.

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.

Annette Thomson - Principal

P & C

I am very proud to table this report on behalf of a dedicated group of enthusiastic parents who have worked hard to provide generous financial support and sound management advice for our school community. In 2010, the P&C welcomed some new
members on board: Angela Evans, Mel Georgiadis and Laurence Van Niekerk.
Our team for 2010 consisted of:
President- Bruce Cocking
Vice President- Kylie Murchie
Secretary- Fiona Lock
Treasurer-Lisa Bradbury & Laurence Van Niekerk
Assistant Treasurer- Mel Georgiadis
Fund Raising Co-ordinator- Angela Evans
Uniform Shop - Leanne Veasey
Canteen – Liz Stokes
The committee and a number of active members and volunteers worked diligently throughout the year to support school programs, purchase resources and fund initiatives and ensure that high quality services were provided for students and their parents through the canteen and uniform shop. Our achievements for 2010 included:

- Jolly Phonics technology purchased for the early years which are compatible with Interactive White Boards
- Purchased and installed an interactive whiteboard for the classroom of 4K
- Donated atlases for Years 3 to 6
- Organised Outside School Hours Care through the YMCA
- Managed a profitable Canteen
- Operated a successful Uniform Shop
- Maintained and updated the school website (Thanks to Angie Pobie)
- Held a number of successful fundraising events including raffles, stalls, discos and calendars
- Installed a P&C noticeboard for parents
- Constructed the Commemorative Wall and Garden to celebrate ten years on Education Centre site
- Financially supported students travelling to State events- Kyle Morrison, Matthew Blyth and Nathan Stuchbury
- Subsidised transport for senior support students to attend Riding for Disabled lessons for six weeks.
- Conducted a letter box drop to raise the school profile in the local area
- Amended the school uniform policy
- Upgraded the sandpits
- Created and displayed Road Safety banners for display in the community
- Supported a school Carols by Candlelight Celebration
- Successfully nominated Annette Thomson, Jo Holley and Fiona Lock for Education Week Awards.

This year due to their children moving on to other schools, we farewelled two active, long serving members of our committee. Kylie Murchie and Lisa Bradbury have been appreciated for their hard work and friendship and their involvement will be missed. On behalf of the P&C I thank them and wish them well for the future.

I would like to take this opportunity to thank and encourage all the P&C members, teaching staff and parents who have made this wonderful year of achievements possible. Together we are a great team and a credit to our fantastic school. We look forward to a successful and happy 2011.

Bruce Cocking – P&C President

**Tomaree Snack Shack - Canteen Report**

This has been an interesting and entertaining year in the canteen.

In May we had some special guests join us to serve the students during National Volunteers Week. In August we celebrated Healthy Volunteers Week and had delicious Milkshake Day. It was great to see lots of fruit and vegetables eaten during Fruit & Vegetable month in September. We would like to see this trend continue with the introduction of new foods on the menu which are fruit and vegetable based.

We have tried to keep a focus on healthy eating with a variety of foods available and a continued commitment to providing healthy lunches. It is wonderful to see so many children, particularly in the younger age groups, enjoying the salad tubs, wraps and fresh sandwiches. Our slushie machine is still popular and slushies are low in fat, low GI and with no artificial flavourings.
We have had some small price increases but we will strive to supply healthy food at reasonable prices through 2011.

Liz Stokes – Canteen President & Jo Holley – Canteen Manager

Student Representative Council

The 2010 student representative team has been excellent.

Tomaree Public School provides a high standard of education for all students of any age. Our fantastic teachers and principal have helped us through our school life. We wouldn't have been able to get through these years without them.

This year was the first year of our new voting system for the student executive and captains and it has been successful in many ways. The school voted for their 10 executive leaders then the 10 and one teacher representative voted for our two captains. This year we had two girls which was a different and new concept. We think it worked well.

We took part in fundraisers for charity including Oranger Day where we adopted 6 orangutans, the Stewart House Foundation, the Haiti earthquake and Relay for Life for the Cancer Council. We raised almost $2000 for these charities.

Congratulations to Mrs Penny Blyth who was selected by the student council to receive their award for 2010 at our annual presentation day. Mrs Blyth assists many students in the classroom and the playground and initiated the Happy Playground Program.

We would like to thank the P&C and all the parents who have given their free time to help out at the school in so many ways throughout the year.

Dannielle Brennan and Molly Slack – School Captains

School Chaplain

Chaplaincy is in its third year at Tomaree Public School. The Chaplain is a resource for students, staff and families and has been a very positive initiative.

The Chaplain is involved in and leads many school initiatives and programs.

- Seasons for Growth – an educational program to assist students dealing with change, loss and grief. Several groups run over the year.
- Principal’s Mentoring Program -introduced this year. Students meet with a trained, adult community mentor in Terms 1 & 4.

Two people of different ages and backgrounds talking together and learning from each other is both a simple and complex concept to implement.

- Volunteers Morning Tea – recognises and celebrates the wonderful contribution of volunteers to the whole Education Centre.
- Personal Learning Plans – prepared for our Aboriginal students to support parental engagement in schooling and incorporate cultural goals with academic aspirations. The consultative process includes the student, parent and classroom teacher.
- Playground support – the chaplain is present in the playground and interacts with individual students or small groups to address social skill development and bullying issues through proactive programs.

We anticipate that this resource will be continued into 2011.

Greg Smith – School Chaplain

School Context

Student enrolment profile

Enrolments in 2010 increased by 20 students from 2009 figures due to a slight increase in Kindergarten students attending the school. The school retained its current staffing allocation based on these enrolments.

Three special education classes cater for students with moderate and severe intellectual disabilities as well as autism and a range of moderate level disabilities.
Our school attendance rate for 2010 was 94.1% which was a small improvement since 2009. It is slightly higher than the region’s average (93.9%) and equal to the state (94.4%). Attendance rates improved in Years 1, 2 and 3 and decreased in Kindergarten.

A new Attendance Policy was developed in 2010 by the school. The staff track and monitor student attendance regularly through phone contact and notes to parents. Reminders about the importance of regular attendance are placed in the newsletter frequently. The Home School Liaison Officer works closely with the principal and staff to support full attendance of all students.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday, 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3/4CR</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3/4CR</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>4/5K</td>
<td>5</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5J</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>K/1 OJ</td>
<td>K</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>K/1 OJ</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
</tbody>
</table>

**Structure of classes**

Due to the disparity between numbers of children in each of the school years, it was necessary to form classes which included children from 2 different school years and in some cases, across 2 different stages of learning. Class structures were determined by teachers in consultation with supervisors and the principal.

**Staff information**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>22.2</td>
</tr>
</tbody>
</table>

There are no Aboriginal employees at the school at present.

**Teacher qualifications**

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**Date of financial summary:** 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>191 005.70</td>
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<tr>
<td>Global funds</td>
<td>169 357.95</td>
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<tr>
<td>Tied funds</td>
<td>113 884.86</td>
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<tr>
<td>School &amp; community sources</td>
<td>98 119.04</td>
</tr>
<tr>
<td>Interest</td>
<td>9 998.43</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>92 459.81</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>674 825.79</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36 168.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>59 454.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18 986.34</td>
</tr>
<tr>
<td>Library</td>
<td>3 851.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>605.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138 156.38</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>67 546.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>39 448.13</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33 615.17</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 542.35</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>73 132.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>481 507.05</td>
</tr>
</tbody>
</table>

**Balance carried forward** 193 318.74

The school canteen is operated by the P&C and therefore the funds contributed to the school do not appear on the financial statement as income. The canteen pledged $3,000 to the school through the P&C in 2010.

TPS hires out the school hall to members of the community and other schools as well as local, state and federal government agencies at times of elections.

There are a number of groups who hire the hall on a permanent basis for Drama, Tae Kwon Do and Karate. The cost of hiring the hall has been set at $22 per hour. In 2010, the income from hall hire was $6,459.58.
A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the Tomaree Parent and Citizen Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Sport

The school participates regularly in competitive sport events and enjoys a record of success. In 2010 our successes included:

- Our Netball team progressed to the final 32 of the State Knockout competition.
- The girls Soccer team progressed to the State Quarter Finals and were Tomaree Peninsula Gala Day Champions. They are the most successful sporting team TPS has had since the school opened in 1998.
- TPS was the champion Port Stephens Zone school in Swimming and runner up in Athletics.
- Kyle Morison from Year 6 was the Zone Senior Boy and overall Swimming Champion.
- Over 100 students represented the school at Zone trials, carnivals and other sports.
- 25 students represented Port Stephens zone at regional level.
- 6 students represented Hunter Region at NSW state carnivals. They were-
  - Natasha Harris- Soccer
  - Sammy Coleman -Cross Country
  - Kyle Morison & Jayce Asher -Rugby Union
  - Kyle Morison - Swimming
  - Matthew Blyth & Nathan Stuchbury –AFL

External Competition

Children participate in a range of external academic competitions which enhance their skills and develop their knowledge beyond the school context. This provides opportunities to measure their performance and achievement against regional, national and international standards.

The following results were achieved in a variety of curriculum areas.

Newcastle Permanent Primary Mathematics -
61 students from Years 5 and 6 entered this year’s Newcastle Permanent Primary Mathematics Competition. 33 students received a Certificate this year.

5 Distinctions in Year 5
4 Distinctions in Year 6
11 Merits in Year 5
13 Merits in Year 6

University of NSW English (Years 3-6)-
1 Distinction
11 Credits
11 Participation certificates

TPS average score was 27/45 questions correct which was higher than the NSW/ACT average score of 25.7/45 questions correct.

University of NSW Computer Skills (Years 3-6)-
9 Participation certificates

TPS average score was 17/30 questions correct while the NSW/ACT average score was 16.7/30 questions correct.

University of NSW Spelling (Years 3-6)
3 Distinctions
4 Credits
13 Participation certificates

TPS average score was 21/40 questions correct which was higher than the NSW/ACT average score of 19.8/40 questions correct.

University of NSW Mathematics (Years 3-6)
2 Distinctions
3 Credits
14 Participation certificates
TPS average score was 23.7/40 questions correct which is slightly higher than the NSW/ACT average score of 22.6/40 questions correct.

University of NSW Science (years 3-6)

1 Distinction
1 Credit
14 Participation certificates

TPS average score was 19.7/30 questions correct which was significantly higher than the NSW/ACT average score of 16.4/30 questions correct.

In addition to academic competitions, the school was successful in two external creative arts competitions during 2010.

- ABC Bike Helmet Design Competition - Tomaree Public School students were awarded first and second place in this regional competition.
- ABC Newcastle Radio Competition - Tomaree Public School vocal ensemble won the inaugural regional competition and proudly performed at the 'ABC Night at the Wireless' concert in October held at the Newcastle Civic theatre.

National Assessment Program Literacy and Numeracy (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.

Results for Year 3 are reported from Band 1 (lowest) to Band 6 (highest for Year 3)
Results for Year 5 are reported from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Literacy is reported in the individual skill areas of writing, reading, grammar/punctuation and spelling.

Year 3 Writing

Of the 40 students who sat the test, 30 achieved in the top 3 bands and there were no students in the bottom band. However, the school average (412.7) was significantly lower than the state average (422.6). The majority of students (24) achieved in bands 4 and 5 with only six students achieving band 6.
Year 3 Reading

Of the 40 students who sat the test, 28 achieved in the top 3 bands. The school average (412.1) was very close to the state average of 414.3. The average percentage of students in the top two bands is less than the state while the percentage in band 4 is higher than the state. It would be an aim of the school to focus on improving the reading skills of this group of students and assist them to move into the higher bands.

Year 3 Spelling

Of the 40 students who sat the test, only 18 achieved in the top 3 bands and half the students achieved in bands 2 and 3 which is of concern. The school average in bands 5 and 6 is significantly below the state average in these top bands. The school average mark of 369.3 was well below the state average mark of 408.3. Spelling is identified as an area for improvement.

Year 3 Grammar and Punctuation

Of the 40 students who sat the test, 26 achieved in the top 3 bands. Our school had more students (25%) than the state (23.1%) in the second top band but significantly less students (17.5%) than the state (26.4%) in the top band. Our school average mark of 408 was also significantly lower than the state’s average mark of 416.3.

Numeracy – NAPLAN Year 3

Year 3 Numeracy

Of the 40 students who sat the test, 26 achieved in the top 3 bands. The school average (403.7) was below the state average of 412.7. The school average mark of 369.3 was significantly below the state average mark of 408.3. Numeracy is identified as an area for improvement.
Of the 40 students who sat the test, 18 achieved in the top 3 bands with only 1 student achieving in the highest band. The school had very few students (9) in the lowest two bands which is a positive result. However, the majority of students (26) achieved in the middle 2 bands which was significantly more students in these bands than the state. Therefore, our school average mark of 372.3 was considerably lower than the state’s average mark of 396.1. The teaching of numeracy will become an improvement target for the next three year planning cycle.

**Literacy – NAPLAN Year 5**

**Year 5 Reading**

The year 5 results in reading are pleasing. Of the 45 students who sat the test, 20% scored in the top band which is higher than the state average of 15.5%. More than 65% of students achieved in the top three bands and the school average of 507.4 was higher than the state average (489.0).

**Year 5 Spelling**

Of the 45 students who sat the test, 62.2% achieved in the top three bands compared to 60.3% of the state. The majority of our students (68.9%) placed in bands 5 and 6 (the middle bands). A very small number of students (6.6%) were in the bottom 2 bands compared to 17.4% of the state in these bands. Our average mark of 494.8 was just below the state average mark of 498.2.

**Year 5 Grammar and Punctuation**

Our school results for grammar and punctuation were very pleasing compared to the state. More students (48.9%) achieved in the top two bands compared to 42% of the state. Significantly less of our students (11.1%) placed in the bottom 2 bands than the state (19.9%). Our school average mark of 512.9 was significantly higher than the state average mark of 504.8.

**Year 5 Writing**
Results in writing for year 5 were positive. While we did not have as many students in the top band as the state, there were significantly more students (71.1%) in the second and third top bands than the state (52.2%). Consequently, less students in our school (26.6%) were placed in the bottom three bands than across the state (38.3%). The school average of 494.6 was higher than the state average of 488.4 and this is pleasing. Writing is a school focus area of the curriculum and we will continue to address the learning needs of our students.

Numeracy – NAPLAN Year 5

Year 5 Numeracy

More of our students (13.3%) achieved in the top band compared to the state (12.9%) and 51.1% achieved in the top 3 bands compared to 52.9% across the state. There were less students (13.3%) in the bottom two bands compared to 18.8% of the state. Our average mark of 492.3 is just below the state average mark of 494.1. Numeracy will become an area for improvement in the next three year planning cycle.

Progress in Literacy

The following graphs show the progress of the TPS Year 5 students who were tested at TPS in Year 3. There is a separate graph for each component of literacy. The components of spelling, punctuation and grammar were added in 2008, therefore growth data is not available for these components from the earlier years.

Although the percentage of our year 5 students who achieved in the top bands did not match the state, this graph shows that the students made excellent progress. The average growth in reading for our year 5 students was 98.4% compared to an average growth of 83.4 across the state. Our average growth in reading has remained above state growth for three years.

Progress in Spelling

The average progress in spelling for our group of students between year 3 and year 5 was 84.8%. This is in line with the average progress of students across the state of 84.5%.
Progress in Grammar and Punctuation

The average progress in grammar & punctuation for our students (120%) was well above the state’s average progress of 95.7%. This is an excellent result.

Progress in Writing

The progress in writing for this cohort of students is 68.2% which is above the state average growth rate of 66.8%. This is a pleasing result as last year our growth rate fell below the state rate.

Progress in Numeracy

The average progress of our students in numeracy between Years 3 and 5 has remained above the state’s progress for the last 3 years. In 2010, the average progress of our students was 107.8% compared to the state average progress of 89.3%.

Minimum standards

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

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

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

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

The majority of our Year 3 group of students achieved the minimum standards in all areas of the assessments. Our strongest result was in writing where 100% of the students achieved the minimum standard. In Numeracy 98% of our students achieved the minimum standard.

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

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

Most (86 -88%) of our Year 5 students also achieved the minimum standards in all aspects of the assessments. School support programs will be developed to assist the small percentage of students who have not achieved minimum standards to reach them before they complete primary school.
Significant programs and initiatives

Aboriginal education

The whole school acknowledged significant Aboriginal days throughout the year.

TPS has increased links with the High School Aboriginal students and teachers by combining to present information about our revised Personalised Learning Plans (PLPs) to parents and students. The PLPs were then completed for all Aboriginal students with the assistance of the school chaplain. The cultural and academic goals are incorporated into classroom programs.

Aboriginal students were also invited to attend a Cultural Day held at the High School where students participated in Aboriginal Art, Language and gardening activities.

Staff members and the principal attend local Aboriginal Education Consultative Group (AECG) meetings which has created stronger links and effective communication with the local Aboriginal people. Staff also attended Dare To Lead Conferences, developing a greater awareness of policy and available resources to facilitate a more relevant curriculum implementation.

TPS has provided increased leadership opportunities for Aboriginal students by inviting them to deliver the Acknowledgement of Country at weekly school assemblies. A number of students researched the history of their particular tribe to share with students during assemblies.

All students in stages 2 and 3 participated in the regional Multicultural Perspectives Public Speaking competition through class based presentations and stage finals. Two representatives from each stage then competed at the regional level of the competition.

Respect and responsibility

Students are taught respect and responsibility through specific programs which are part of our student welfare policy. Staff are experienced and dedicated and provide effective role models for students by demonstrating care, respect and responsibility.

Our school values of Respect, Responsibility, Integrity, Care, Fairness and Excellence are explicitly taught and used as a focus for giving of awards at weekly assemblies. They are supported and reinforced by various programs within the school and anti-bullying initiatives.

In 2010, The Acts of Kindness program was sponsored by the Defence Special Needs Group which focused on our school value of Care. Students were recognised for performing random acts of kindness and received awards at assembly.

The You Can Do It Program which focuses on social and emotional learning will be adopted by the school in 2011. Staff have engaged in professional development for the concepts to be taught and lessons are being prepared which explicitly teach skills required by students to be respectful and take responsibility for their own actions and learning.

The flags are raised each morning on assembly and students are informed regularly regarding flag flying protocols. Flag monitors are elected and trained and take responsibility for conducting flag raising and caring for the flags.

The Student Representative Council provides guidance and leadership for all students K-6. The council, led by the Year 6 executive and captains develops, implements and promotes the school beliefs and values within classrooms and at whole school functions.

Multicultural education

Multicultural aspects are incorporated into all key learning areas through the Connected Outcome Groups units.

Harmony Day was celebrated with the whole school participating in an assembly and acknowledging tolerance and the value of difference.
Creative Arts

Students have participated in a variety of visual arts, music, dance and drama activities in 2010. Most classroom activities are linked to stage Connected Outcome Groups units which help to develop various skills from across the arts. Our highlights include:

• Star Struck - 32 stage 3 dancers participated in Hunter Central Coast Region’s annual Star Struck event at Newcastle Entertainment Centre in June.
• Music Festival - the Tomaree Peninsula Combined Schools Music Festival took place in term 3 and successfully showcased several students from stages 1 , 2 and 3 in music, dance and drama groups.
• Bandfest - band students participated in the second year of the Peninsula Twilight Bandfest, this year held at Anna Bay Public School.
• Values/ visual arts display - the Surfboard project is nearing completion. These colourful surfboards designed and painted by stage 3 students promote our school values and will be on display in our school grounds early in 2011.
• Indigenous sculpture project - the ‘Threading our Stories’ project was aided by a $5000 grant from Port Stephen’s Council to produce pots of significance to local Aboriginal creative groups. Several indigenous students from Tomaree Education Centre participated to produce the pots. The final work will be displayed on site in 2011.
• Carols by Candlelight - this whole school event was organised jointly by the school and P&C. It was a very successful school community event held on school grounds.
• Kmart Christmas Wishing Tree launch - over 30 students from stages 1, 2 and 3 took part in singing Christmas songs at this charity event at our local shopping centre.

Peer Support

The peer support program is an important aspect of the leadership framework for students at TPS. It involves all students from K-6 including special education. The 48 groups are based on sport houses with between 6-10 students in each group. Leaders are the Year 6 students with Year 5 co-leaders.

Year 6 leaders participate in a training day at Dutchies Beach which involves a number of physical and mental challenges. Emphasis was placed on cooperation, thinking, problem solving, communication and teamwork to develop strong leadership skills.

The program sessions for the whole school then took place every two weeks in Terms 2 and 4 for 40 minutes. The majority of sessions were held outdoors and concentrated on co-operation, communication, teamwork, physical fitness and fun. Students developed pride in themselves, their group and their sport house. They also made connections and appreciation with other students across all stages.
Environment

The staff and students of Tomaree continue to be aware of and proactive in the implementation of environmental education programs within our school.

Classes were allocated areas within the school grounds to look after which included regular clean-up of school areas, weeding of gardens, planting of new areas and regular watering of planted gardens.

All classes participated in Tree Planting Day and a group of students were invited to assist Port Stephens Council in tree planting at Mambo Creek. Classes also participated in Clean Up Australia Day.

A mural based on our local flora was created by students during Education Week with presentations about the flora during an assembly. The three dimensional display will be erected in the assembly hall.

The whole school continues to recycle paper and cardboard with designated monitors sorting items into correct bins for collection.

An Environmental Committee Officers (ECO) team was formed with students elected from Years 3, 4 and 5. These students are responsible for designing our vegetable garden and taking suggestions to staff as to playground improvements and other environmental issues. The committee identified holes and unsafe areas of the playground to be planted and improved in the future.

Sport

All students are encouraged to participate in fitness and physical activities and TPS offers a range of sporting opportunities throughout the year to cater for a variety of skill levels and interests.

In 2010 primary sport for Years 3-6 on Friday afternoons included Swimming, European Handball, Ten Pin Bowling, Hockey, Soccer, Oz-Tag, Cricket, Softball, Netball, Touch, Rugby League and T-Ball. Students in Kindergarten to Year 2 are involved in game skill development lessons on Friday mornings.

Our state knockout teams took part in Netball, Soccer, Rugby League, Cricket and Touch and teams also participated in a variety of Gala Days.

All students K-6 took part in the NSW Premier’s Sporting Challenge which involved the recording of time spent doing physical activity. Every student received a certificate. Parent Helpers were recognised for their efforts in assisting students in meeting this challenge. It is a great promotion for the importance of physical activity to health and wellbeing.

The school held swimming, cross country and athletics carnivals and all students K-6 were involved. Teams were then selected to compete in Zone carnivals and eligible students progress to Regional and State levels.

Defence School Transition Aide

The Defence School Transition Aide (DSTA) program provides support to children of Australian Defence Force (ADF) members and their families, particularly during their transition into and out of a school on posting.

In 2010, TPS supported almost 50 defence students through programs and initiatives organised by Debbie Hersant, our DSTA.

Duties included:

- Providing initial point of contact in the school for defence families
- Assisting with enrolment of ADF students
- Providing a link between ADF families and the regional education liaison officer and the defence community organisation
- Co-ordinating welcome and farewell activities for ADF families at the school
- Supporting individual ADF students with learning, social or emotional needs eg during deployment of family members
- Providing opportunities for ADF families to meet together and form friendships in their new community.

Technology and Connected Learning

Tomaree Public School in 2010 continued to provide access to the latest technology for its students and staff. The technology available in classrooms and other learning areas allows for the ongoing development of computer skills and for the support and enhancement of teaching and learning across the whole school environment.

Access to the latest technology in our school for both education and administration ensures the ongoing development of information, communication and technology skills for all stakeholders. The NSW Government continues to support the school by providing both technical support and the supply of new equipment to replace aging hardware and infrastructure.
In the 2010 NSW Department of Education and Training “Rollout” we received thirteen new computers in term 3 and two additional classroom computers in term 4. The desktop computers were used to replace older computers in classrooms and administration areas ensuring the network is up to date and can meet the increasing demands of staff and students. In addition, a multimedia data projector with a laptop was purchased using department and school funds. The technology has been installed permanently in our assembly hall to meet the increasing demand for multimedia presentations.

New technology in the form of six interactive white boards (IWBs) were introduced and installed into the school. They were located between double classrooms throughout the school to maximize access and their use by both students and staff. Staff members who have expertise in this new technology have given their time throughout the year to train colleagues as well as introduce the students and parents to this exciting new learning tool. In 2011, the purchase of IWBs for each classroom will be a priority focus.

Another technology innovation was the establishment of our “Connected Classroom” located centrally in the school. This technology allows real time, two-way interactive learning and training for students, staff and community members. This is an exciting new technology development in teaching and learning and will allow schools and classrooms to connect and interact together across a wide variety of learning and training scenarios through video conferencing facility.

In addition, hardware such as classroom printers, software, headphones and technology consumables have been purchased and installed throughout the year. Significant savings were made by committee members due to their ability to gain value for monies spent and from the contribution of their own technology expertise to manage, solve problems and train staff, students and community members.

Staff, students and community members continue to access and utilise online services, information sites, curriculum and policy databases and training programs being developed and updated by the Department of Education to facilitate learning, develop technology skills and improve efficiency. This is an area that is expanding and becoming more important in our school environment.

The technology committee would like to acknowledge and thank the P&C and the students for their fundraising efforts, contributions and ongoing support for the development of technology at Tomaree Public School.

The Tomaree Education Centre is a large, modern technology environment. Maintaining, upgrading and purchasing resources, training staff and students are ongoing and challenging priorities for our school. Addressing these priorities ensures that staff, students and our community will continue to have access to the latest technologies for learning.

Support Programs for Students with Learning Difficulties

The education of students with additional learning needs is an important component of the educational programs offered at Tomaree Public School during 2010. TPS is supportive of students with a range of disabilities and learning needs which are catered for in a variety of ways. The Learning Support Team is crucial in co-ordinating the appropriate support and assistance for students following referrals and identification of needs from classroom teachers, school counsellor or parents.

The support teacher learning develops programs to improve reading and all students who participated in
these programs had increases in fluency, comprehension and reading levels. Mathematical levels also improved for students receiving intervention and support.

The support provided includes:

- Individual/group assistance to students both in class and in withdrawal situations. During 2010 support was provided to 52 students.
- Reading Tutor Program provided individualised instruction, 2 hours per week to students in mainstream classes to assist them to achieve minimum reading levels for their stage. Community volunteers deliver the programs which are developed and monitored by the support teacher learning. Approximately 50 students are supported each year through this initiative.

- A Language Assistance Program (LAP) identifies and provides instruction to assist Kindergarten students to improve Receptive and Expressive language. All students are screened during term 1 and students experiencing difficulty are supported during terms 2, 3 and 4.
- Students in mainstream with diagnosed disabilities which affect their learning are supported in the classroom by school learning support officers. The hours allocated for each student allows them to access the curriculum more effectively in their classroom environment with their peers. Some students are also supported in the playground to improve social skills.
- All new students are assessed in literacy and numeracy following enrolment to determine if support is required.
- The support teacher learning works collaboratively with the school executive, classroom teachers and parents to plan, implement, monitor, assess and evaluate special learning programs.

**Special Education**

An additional special education class was formed in 2010 which entitled the school to a fourth assistant principal position. The multi categorical class caters for students with a range of disabilities including those on the autism spectrum who may not qualify for other special education classes. The smaller, structured learning environment with additional support is beneficial for these students to access curriculum and achieve mainstream outcomes with individualised learning plans. The existing two classes continue to cater for students with moderate and severe intellectual disabilities. The third class will provide some flexibility for the delivery of curriculum to our students with disabilities who require special settings.

A highlight in 2010 was the successful application for our senior special education class to participate in the Riding for the Disabled Program once a week for three terms. The six students gained many new skills and won the NSW state competition for choreographed riding to music. The school acknowledges the support of the Nelson Bay Rotary Club, Community Transport group and our school P&C for their subsidies and sponsorship which ensured the program could be fully implemented.

**Gifted and Talented Education**

In the area of Gifted and Talented Education the school remains in the consolidation and maintenance phase. All teachers are confident in how to incorporate strategies within classroom lessons to develop and extend their students. There is also an emphasis on developing a range of thinking skills which have been outlined in the school’s scope and sequence. Enrichment and extension opportunities both inside and outside the classroom are provided in many Key Learning Areas. These include:

- Regional Public Speaking program
- Digital story telling
- Blog Ed
The school will continue to maintain its strong commitment to the development of GAT programs. The integration of technology has become embedded within the school and continues to be part of the classroom teachers’ tools to develop student skills and be utilised in extended ways. Teachers have been involved in professional development for gifted and talented initiatives and participated in the Francois Gagne Conference to continue to develop their knowledge base and commitment to the extension of students.

Progress on 2009 targets

These targets are in place for three years, 2009-2011 and therefore the achievements of 2010 are reported as progress at the end of two years of implementation of a three year plan.

Target 1: To improve literacy outcomes for all students through quality teaching and integration of ICT and GAT programs.

Our achievements include:

- All teachers contribute to the collaborative development of common stage writing assessments with explicit criteria.
- All teachers participate in consistency of teacher judgment activities to assess student work samples of common grade writing tasks.
- All teachers in stages 2 and 3 trialed the common writing marking rubric, scaffolds and editing code developed for all schools in the Tomaree Learning Community.
- All teachers continued to analyse NAPLAN literacy data and determine areas for improvement for their grade to be planned as focus areas in their teaching and learning programs.

Target 2: To improve numeracy outcomes for all students through quality teaching and integration of ICT and GAT programs.

Our achievements included:

- Early stage 1 and stage 1 teachers utilised the Best Start data to plan teaching and learning programs and form groups of students in their classes following the learning continuum.
- The percentage of Year 5 students achieving in the top band for reading exceeded the state average percentage.

Target 3: To improve the levels of student engagement and retention through effective pedagogy and student welfare programs.

Our achievements included:

- All teachers analysed school based assessment data in grade groups to determine consistency for reporting to parents.
- All teachers continued to analyse NAPLAN numeracy data and determine areas for improvement for their grade to be planned as focus areas in their teaching and learning programs.
- Early stage 1 and stage 1 teachers conducted the Best Start benchmark assessments and used results to plan teaching and learning groups for students.
- A successful mathematics focus week was in term 3 which involved all students. Groups of gifted and talented students from each grade were taught by teachers and Year 6 students planned and taught maths activities to students in younger grades each day for a week.
- The percentage of Year 5 students in the top band for NAPLAN numeracy exceeded the state average.
- There were significantly less of our Year 5 students in the bottom two bands for NAPLAN numeracy than in the state.
• The K-6 anti bullying program is embedded in classroom practice and was implemented in all classrooms during first semester.
• An increased focus on our school values and expectations occurred through a weekly focus on each value, assembly presentations and the Acts of Kindness program.
• Planning room data reveals a decrease in the number of serious and repeat offences across the school.
• All staff participated in a Tomaree Learning Community professional development conference which focused on social, emotional wellbeing and learning of students. There is a commitment to implement the You Can Do It in all peninsula schools as a result of this professional learning activity.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2010 our school carried out evaluations of Planning and Curriculum Implementation.

For the first time, our school accessed online survey tools to gather some data from parents, staff and students. There were less parent responses than in previous years but the quality of the online reports was improved and the school will persevere with the online format.

Educational and Management Practice – Planning

Background
The evaluation of planning is cyclic and reflects the opinion of the whole school community in relation to the quality of the broad concept planning in the school. Online surveys were completed by all teaching staff, support staff, parents and students in Years 1, 3 and 5. All parents were given the opportunity to respond however, the sample (33 parents) was quite small compared to previous years.

Findings and conclusions

Students:
• were not aware of whole school planning processes but were confident that teachers plan well for their lessons and school activities.
• believe that the school plans a good variety of events and activities and encourages high levels of participation.
• indicated that they have opportunity for input into school plans through the student representative council and student led teams.

Parents:
• agree or strongly agree that the school actively seeks their input and feedback to inform planning.
• believe that the school encourages parents to have a say in planning through the P&C and membership on relevant school committees to review and plan policies.
• strongly agree that their opinions and suggestions are taken seriously by the school.

Teachers:
• all agree planning documents are developed with support of whole community, the school is always planning for continuous improvement and all events and activities are well planned, supervised and supported.
• all believe that policies are planned, reviewed, evaluated and modified regularly and planning processes are responsive to emerging needs.
• All staff indicate that the school leaders are open to new ideas and every individual has the opportunity for input and all suggestions are valued.
• expressed concern that there is insufficient time allocated for planning and a significant amount of planning occurs out of work hours.
Future directions
Continue and strengthen the involvement of parents and community in school planning through the P&C and existing committee structures.
Review and increase allocated planning time in staff meetings and stage team meetings.
Monitor and evaluate the number of events to ensure a balance of academic, cultural and sporting activities is maintained and the integrity of planned events is valued.

Curriculum – Implementation of the Curriculum Planning, Programming, Assessing and Reporting Policy

Background
In the area of curriculum, the school has conducted an evaluation of the current practices and processes for the implementation of the curriculum planning, programming, assessing and reporting policy. Each area is important to support successful teaching and learning and the connections between them must be coherent.

All parents were invited to complete the online survey for their input and students in Years 1, 3, and 5 were also surveyed. A more rigorous evaluation of the policy was conducted with the teaching staff as this represents their core work. Teachers engaged in workshops for each of the components of the policy to analyse how their current practice aligns to the policy followed by prioritising areas for improvement and identification of possible strategies for school implementation.

Teachers worked in mixed stage groups and discussed practices, shared documentation and compared work samples.

Findings and conclusions

Planning & Programming:
The majority of students agree that they are taught all the key learning areas in class and teachers plan lessons to help them learn. Sixty percent of students indicate that they work in groups to help children learn at their own pace.

Seventy five percent of students believe English and Maths are the most important subjects to learn.

The majority of parents believe that teachers plan interesting and relevant lessons for their child and that teaching activities are well planned.

Teachers agree that syllabus documents are adhered to consistently to plan and program teaching and learning and that the policy standards are met.

Teachers identified incorporating assessment as an integral component of teaching programs, differentiation of curriculum and increased connections between planning, programming, assessing and reporting as the areas for improvement.

Assessing:
The majority of students indicate that they like to do activities that show how well they are learning and that class activities show parents and teachers their success. However, most students agree that tests are the most important method to demonstrate that they are learning.

Parents recognise that the school uses a variety of methods to assess student achievement.

Teachers agree that a variety of assessments are used to judge student achievement and that the majority of assessment data is collected to report to parents.

Teachers identified assessment as the main area for further development and improvement. A focus on developing common assessment tasks, agreed rubrics for criteria, consistency of teacher judgment, manageable recording of assessment and using assessment to inform programs will be further explored.

Reporting:
Almost all students agree that their report is important, shows what they have learnt and is more helpful for their parents than themselves. Sixty five percent of students indicated that their parents discuss the report with them and only 37% believe their parents should have an interview with the teacher to discuss the report.

The majority of parents agree that the report is helpful and clearly indicates their child’s progress in all key learning areas. Most parents feel comfortable to contact the school and discuss the report.

The majority of teachers agree that the current school reports meet all policy standards and provide accurate indication of student achievement compared to syllabus outcomes. There was a high level of satisfaction with the current report format.
Teachers indicate that an area for improvement in reporting would be the generic nature of some comments and ensuring that preparing the report is time efficient.

**Future directions**

The school will focus on using assessment to inform teaching and learning programs and strengthening the connections between planning, programming, assessing and reporting.

All staff will participate in consistency of teacher judgment and developing collaborative, common assessment tasks for numeracy and literacy.

Differentiation of the curriculum and shared processes within stages will be a priority.

**Parent, student and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Surveys, focus groups and interviews provided valuable feedback and suggestions across a range of areas. Their responses are summarised below.

The majority of parents agree that the school has high standards and realistic expectations for their children. They are very satisfied with the level of communication between home and school and commend the high quality of the weekly newsletter. The website is accessed regularly by parents for information about the school.

The parents believe that the school is well resourced however, they indicated that access to technology is an area for improvement and particularly the installation of interactive technologies in every classroom.

Parents are supportive of the welfare practices and programs of the school but approximately 15% of parents indicated that bullying is a serious concern.

Students identified the use of interactive technology, excellent teachers, the music and art programs, canteen, sporting opportunities, socialising and learning programs as the major positive aspects of the school.

Students would like to improve the size of the playing fields, the number of smartboards, the fixed equipment, shaded areas and the toilet facilities.

All the teachers agree that the school is a collaborative, positive environment that supports student learning and welfare. Teachers are engaged in their personal learning and have embraced the introduction of interactive technology into classrooms this year.

The teachers identified the need for a balanced curriculum and prioritising involvement in extra curricula activities as areas for review and improvement.

**Professional learning**

Professional learning for teachers is an essential component to ensure the ongoing improvement of the delivery of curriculum and student outcomes. Teachers and support staff engage in a variety of professional development opportunities throughout the year which are provided both within the school context and externally.

Professional development was offered to support school targets, special school focus areas, compliance training and personal professional goals. Training was delivered by outside providers, during staff meetings, sharing of staff expertise, conferences, workshops and school development days.

All staff updated their training in emergency care, CPR, anaphylaxis, asthma and diabetes.

Early years teachers participated in workshops and training to support Best Start and implementation of the learning continuum.

Individual teachers and support staff attended training in the areas of autism, welfare, middle years and technology.

Most teaching staff engaged in school based workshops to develop and improve skills and knowledge of interactive technology and the teaching of writing.
School development 2009 – 2011

Targets for 2011

2010 was the second year of the current three year strategic plan. We identified three priority areas for our school being Literacy, Numeracy and Engagement/Retention. GAT initiatives, ICT and the NSW Quality Teaching Framework are integrated into the priority targets and incorporated in all Key Learning Areas.

Targets for 2009 - 2011

Target 1: To improve literacy outcomes for all students through Quality Teaching and integration of ICT & GAT programs.

Strategies towards the achievement of this target include:-

- Whole school analysis of school based and external data to provide consistent, collaborative direction for classroom literacy programs.
- Development of effective school systems to monitor student achievement against outcomes and ensure there is continuity across stages.
- Planning and implementation of teaching / learning programs to support explicit teaching in literacy and the inclusion of GAT and ICT.
- Provision of targeted Professional Learning opportunities.

Our success will be measured by:

- 75% of students will achieve stage appropriate literacy outcomes or higher.
- The percentage of students (including Aboriginal students) achieving in the top bands of NAPLAN will equal or better state percentages.
- 100% of identified literacy GAT students achieving in the upper bands of NAPLAN.

Target 2: To improve numeracy outcomes for all students through Quality Teaching and the integration of ICT and GAT programs.

Strategies to achieve this target include:

- Whole school analysis of school based and external data to inform planning and development of classroom numeracy programs.
- Review of the implementation of Count Me In Too programs in K-2 classes.
- Development and implementation of quality teaching programs in numeracy for stages 2 and 3.
- Provision of professional learning activities and opportunities to enhance teacher knowledge and skills in teaching numeracy.

Our success will be measured by:-

- 75% of students will achieve stage appropriate numeracy outcomes or higher.
- The percentage of students (including Aboriginal students) achieving in the top bands of NAPLAN will equal or better state percentages.
- 100% of identified numeracy GAT students achieving in the upper bands of NAPLAN.

Target 3: To improve the levels of student engagement and retention through effective pedagogy and student welfare programs.

Strategies to achieve this target include:-

- Establishing a school data base to track and monitor inappropriate behaviours.
- Develop and implement specific programs to address identified areas of concern.
- Promote the explicit implementation of school values and beliefs and anti-bullying program.
- Inclusion of Quality Teaching Framework elements in classroom programs.
- Develop and implement specific programs in early and middle years which integrate ICT & GAT initiatives.

Our success will be measured by:

- Reduced incidence of bullying and planning room attendance by 5%.
- 100% commitment to school values and beliefs by students, staff and parent community.
- Improvement in parent and student satisfaction with the school.
- 10% increase in students participating in GAT programs and opportunities.
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.

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Assistant Principal  Brian Egan
Assistant Principal  Anna Rzepecki
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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:  http://www.schools.nsw.edu.au/asr