2009 Annual School Report
TOMAREE PUBLIC SCHOOL

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

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 Maths. The TAFE computer labs are also well utilised by primary students.

The school is closely associated with the Defence Forces with 20% of the families employed in Defence.

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 help, 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 message

It is an honour to write the P&C report on behalf of the very dedicated group of parents who actively participate in the operation of the school, providing financial support through fundraising and management advice through collaborative discussion with staff and parents. The P&C is the voice of the parents, a vital element in the education process. Teachers teach, students learn and parents provide support and encouragement. Parents also share their skills and expertise from many walks of life to complete the school community.

2009 ended with the very successful fete which raised just over $10,000. I would like to thank everyone involved and acknowledge that this major event was not the work of one person but a number of volunteers. I would like thank everyone including teachers, school support staff and community members. A job well done and a true team effort.

All executive positions were successfully filled. This ensured that the workload for parents was distributed and shared. As president I appreciate the contribution of all parents.
I would like to thank Kylie Burcher who stepped down as fundraising coordinator at the conclusion of 2009. Kylie has filled the role over the last couple of years and introduced some new and innovative ideas for fundraising.

I would like to take this opportunity to thank and encourage all the other P&C members. You are a great team and a credit to our fantastic school.

We are looking forward to a successful and happy 2010.

Bruce Cocking - P&C President

Student Representative Council

2009 has been an excellent year for the Tomaree Student Council.

We have worked for a number of charities during the course of the year and have helped raise an amazing $5,134.

Stewart House, Cancer Council’s Relay for Life, Bandana Day, the Bushfire Appeal and The Tsunami Appeal were just some of the charities we supported.

Canteen

This year we have brightened the look of the canteen and named it the ‘Tomaree Snack Shack’. A beautiful logo was designed by students and painted onto a sign. We also displayed artwork from the children which added a whole new life to the exterior of the canteen. The athletics carnival was very successful for the canteen with the BBQ being a great crowd pleaser. We also raised $300 to give to the Year 6 committee from the lamington drive.

The canteen catered for the Peninsula Twilight Band concert evening and this raised substantial funds for the P&C.

I retired at the end of third term after 7½ years and handed the reins over to Mrs Jo Holley who will continue the amazing job of running the canteen to its full potential.

Valerie Eder – Canteen Manager

Uniform Shop

The uniform shop is now firmly established in the new location and 2009 has been a very successful year. The new school white polo shirt was being worn by almost all students even though there was still one year remaining in the transition period.

Through P&C meetings, a couple of new items were presented and approved as options within the range. These included a sleeveless vest for cooler days, a heavy duty rain poncho and the provision for a long sleeved white polo shirt or skivvy to be worn under the polo shirt on cool days.

Due to increased business and demand on the service, volunteer parents to assist were sought. There is now a roster of volunteers for the uniform shop. This works well with very friendly and welcoming helpers who can promote the school to new families. The Uniform Shop has steadily increased sales whilst continuing to provide high quality uniforms at very affordable prices.

Leanne Veasy - Uniform Shop Coordinator
School context

Student Enrolment

Enrolments in 2009 were reduced due to graduation of a large Year 6 group and a significantly lower enrolment of students into Kindergarten. This resulted in the reduction of one class and a nominated transfer.

Two special education classes cater for students with moderate and severe intellectual disabilities.

Our attendance rate in 2009 has remained steady at 93.3%. It is slightly higher than both state and regional averages this year. Teachers continue to track and monitor student attendance diligently and work closely with the Home School Liaison Officer.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2OJ</td>
<td>1</td>
<td>14</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>1-2OJ</td>
<td>2</td>
<td>9</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2-3C</td>
<td>2</td>
<td>10</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2-3C</td>
<td>3</td>
<td>14</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>24</td>
<td>24</td>
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</tr>
<tr>
<td>3-4CR</td>
<td>3</td>
<td>9</td>
<td>27</td>
<td></td>
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<tr>
<td>3-4CR</td>
<td>4</td>
<td>18</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>29</td>
<td>29</td>
<td></td>
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<tr>
<td>3</td>
<td>4</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4C</td>
<td>5</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>4J</td>
<td>5</td>
<td>30</td>
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<td>5M</td>
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<td>6E</td>
<td>6</td>
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<td></td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>K-1R</td>
<td>1</td>
<td>10</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>K-1R</td>
<td>K</td>
<td>9</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></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. Class structures were determined by teachers in consultation with supervisors.

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>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Moderate and Severe Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

There are no Indigenous employees employed at the school at present.

Teacher qualifications

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>247 996.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>171 781.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142 532.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119 206.55</td>
</tr>
<tr>
<td>Interest</td>
<td>8 307.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>71 206.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>761 031.51</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 36 496.40
- Excursions: 77 539.15
- Extracurricular dissections: 32 772.33
- Library: 10 844.92
- Training & development: 1 036.83
- Tied funds: 183 340.24
- Casual relief teachers: 49 986.13
- Administration & office: 53 500.30
- School-operated canteen: 0.00
- Utilities: 29 430.10
- Maintenance: 10 018.44
- Trust accounts: 68 694.33
- Capital programs: 16 366.64

**Total expenditure** $570 025.81

**Balance carried forward** $191 005.70

The Balance of funds carried forward $191,005.70 includes the following:

- **Balance of Tied Funds** $75,969.46 *(can be used only for Specific purposes)*
- **Balance of Trust Funds** $46,765.97 *(funds held in trust for Community users)*
- **Balance of funds available for general school use** $68,270.27

The intended use of these available funds is as follows:

- Unpaid orders: $3,656.16
- Unpaid casual salaries: $9,414.80
- Provision for Asset Replacement: $27,221.00
- Repayments on DET Loan: $5,648.04
- General purposes: $22,330.27

The school as part of its educational management plan, and in conjunction with Tomaree Education Centre purchased new photocopiers in 2009. Our school’s share of the cost was $31,977.78 of which $14,562.99 was paid out of school funds and the balance provided by a DET loan.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

The school canteen is operated by the P&C and therefore the funds contributed do not appear on the school’s financial statement. The canteen pledged $2,000 in 2009 which formed part of the P&C pledge for the school.

**Community Use of School Facilities**

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

We have several groups who hire the hall on a permanent basis for Drama, Tae Kwon Do and Karate classes. The cost of hiring the hall has been set at $22 per hour. In 2009 the income from the hall was $5,654.

**School performance 2009**

**Sport**

Tomaree Public School continues its strong focus on sport and promotes physical fitness programs on a number of levels. Friday Primary Sport included the following: Swimming, Cricket, T-Ball,
Softball, Soccer, Oz-Tag, Touch, Hockey, Rugby League, Rugby Union, Netball, Ten Pin Bowling and European Handball. All students participate at their individual level.

We entered a number of teams in State Knockout competitions. Netball, Girls Soccer, Girls & Boys Touch, Boys Cricket and Rugby League. Our Girls Touch team were the most successful, eventually being ranked in the top four schools in the Hunter.

Netball, Boys & Girls Soccer, Rugby League and Rugby Union teams participated in Peninsula Schools Gala Days. The Girls “A” and “B” teams both reached the semi-finals of the Tomaree Peninsula Gala Day while the “A” team were undefeated in the Tilligerry FUN Gala Day. The Boys Soccer team were joint winners of the Tomaree Peninsula Gala Day while the Boys Rugby Union team were Runners-Up in their Gala Day, receiving a prize of $500 from Sports Power. This team included one girl, Kelly Eder.

The winning Houses of the three school carnivals were: Tomaree in Swimming, Yacaaba in Cross Country and Nelson in Athletics. Selected teams progressed to Zone carnivals.

At Port Stephens Zone Carnivals our teams came 4th in Swimming, 3rd in Cross Country and 4th in Athletics. Students also attended Zone Trials in Netball, Soccer, Cricket, Hockey, Tennis, A.F.L., Rugby League, Rugby Union and Touch.

Over 100 students represented the school at the Zone Trials & Carnivals: 27 represented the Zone at Hunter Regional Trials & Carnivals; 5 students represented the Region at NSW State Carnivals. They were Ian & Adrian Chaplin (AFL) Ian & Adrian Chaplin and Sam Wiseman (Rugby Union) Haley Dews (Touch) and Brandon Cocco (Rugby League).

Our school participated in the Premier’s Sports Challenge and every student received a certificate of recognition. Parent helpers were also recognised for their involvement in this program. As well, our school received a special participation award. The increased awareness and tracking of fitness activities was a positive outcome for all students.

“Sport in Schools” was run in Term 2 for K-6 while “Dance2Bfit” was run in Term 4. These specialist programs were led by outside providers and added expertise to learning experiences for students.

The DET Special Swimming Scheme was conducted in Term 4 with all Year 2 students involved as well as identified swimmers in Years 3-5.

Skills lessons in PE were conducted with Junior Primary classes as part of the release from face to face programs in an effort to better prepare the students for major games that are played at sport.

External Competitions

Children participate in a range of external competitions which enhance their skills and develop the abilities/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 several curriculum areas.

Hunter Regional Maths Competition
10 Distinctions
24 Credits

University of NSW Mathematics (yrs 3-6)
3 Distinctions
10 Credits

University of NSW English (yrs 3-6)
4 Distinctions
5 Credits
University of NSW Science (yrs 3-6)
1 Distinction
1 Credit

University of NSW Spelling (yrs 3-6)
3 Distinction
4 Credits

University of NSW Computer Skills (yrs 3-6)
3 Credits

There was an increase in the number of distinctions and credits received in each competition from 2008 to 2009.

**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 the assessments.

Results for Yr 3 are reported across the range from Band 1 (lowest) to Band 6 (highest for Year 3)
Results for Yr 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 reading, writing, grammar/punctuation and spelling.

**Year 3 Reading**

Of the 51 students who sat the test, 33 scored in the top 3 bands. Our performance in the 2 highest bands was marginally higher than the State averages for these bands. Our results in the 3 lowest bands are close to State averages. The school’s average mark (426.5) for Year 3 is higher than the State average mark (423.7) for Year 3 Reading.

**Year 3 Writing**

Of the 51 students who sat the test, 35 scored in the top 3 bands. In Writing our students scored well in Band 5 (29.4 %) being slightly higher than the State average score of 28.7%. In the other top bands the students were below the State average mark. There were significally more students (11.8%) than the state (3.2%) in the lowest band.

**Year 3 Spelling**
Of the 51 students who sat the test, 34 scored in the top 3 bands. The students in Band 4 (31.4%) was significantly higher than the State average (23.8%). Our students in Band 6 (23.5%) scored close to the State average of 24.8%. This is an improvement in the number of students in Band 6 since the previous year.

**Year 3 Grammar and Punctuation**

Of the 51 students in Year 3 who sat this test, 40 scored in the top 3 bands. Our students’ scores in band 5 (33.3%) and band 6 (23.5%) were above the State average of 30.8% and 21.9%. This result is an improvement on our 2008 performance.

**Numeracy – NAPLAN Year 3**

The students in Year 3 have improved the average school score in the top 2 bands in Numeracy since 2008. Of the 50 students who sat the test, 31 have scored in the top 3 bands. The percentage of students in band 5 (26%) increased significantly on last year’s result and is above the state average of 22.6 % for this band. A small number of students from this cohort are in need of support with their learning. Scores in the lowest two bands are higher than the state percentage.

**NAPLAN Year 5 Overall Literacy**

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

**Year 5 Reading**

Of the 59 students who sat the test, 34 scored in the top 3 bands for Year 5. The percentage of our students in the top band (15.3%) is exactly the same as the State. The percentage of students in the lowest 2 bands (8.5%) is higher than the State average of 11.9%.

**Year 5 Writing**

Our students’ overall performance in the top 3 bands is significantly lower than the state and LSG averages, eg 3.4% in top band compared to 10.4% of the state. This is further reflected in the percentage of students in the two lower bands (8.5% and 20.3%) compared to the state 5.4%and 9.7%. Writing is an area for further development.
Year 5 Spelling

Our students’ overall performance in the top 3 bands is significantly lower than the state and LSG averages, eg 6.8% of school in top band compared to 15.0% of the state. This is further reflected in the percentage of students in the two lower bands compared to the state with 10.2% in band three compared to 4.7% of state and 20.3% in band four compared to 11%.

Year 5 Grammar & Punctuation

Our students’ overall performance in the top three bands is significantly lower than the state and LSG averages, eg 6.8% in top band compared to 15% of state. The percentage of students in the lowest band (6.8%) is very high compared to the state (2.9%). The percentage of students in the second highest band is very similar to previous results and the LSG average.

Numeracy – NAPLAN Year 5

Our students’ overall performance in the top three bands is significantly lower than the state and LSG averages. The percentage of students in the lowest band (6.8%) is very high compared to the state (2.9%). The percentage of students in the second highest band is very similar to previous results and the LSG average.

Progress in Reading

Data presented shows the progress of TPS Year 5 students who were also tested in TPS in Year 3.

Although students in this Year 5 cohort did not achieve high overall percentage in upper bands for all strands of literacy, it can be seen from this graph that as a group they have made considerable progress from Year 3 to Year 5. The average progress in reading for this group (119.8%) is well above both the state (88.4%) and LSG (81.2%) averages. Students and teachers should be commended for this
improvement as the school growth in reading has remained above the state growth for two years.

**Progress in Writing**

Data presented shows the progress of TPS Year 5 students who were also tested in TPS in Year 3.

The progress in writing for this Year 5 cohort (46.2%) has slipped below the average progress of students across the state (57.7%). Progress/Growth in writing has declined for the school in the last two cycles of assessment which is a concern to be addressed.

**Progress in Numeracy**

Data presented shows the progress of TPS Year 5 students who were also tested in TPS in Year 3.

As in Literacy, this Year 5 cohort did not achieve high overall percentages in upper bands for numeracy. However, as can be seen from this graph, this group of students has made considerable progress from Year 3 to Year 5. The average progress in numeracy for this group (114.8%) is well above both the state (93.4%) and LSG (91.7%) averages. Students and teachers should be commended for this improvement. Progress in numeracy has remained above the state since 2007.

**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 Commonwealth Government specifies the Band which represents the minimum standard for each year level when NAPLAN testing is carried out. The performance of our students in Years 3 and 5 is compared to these standards for 2009.

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 achieving at and above minimum standard in 2009 |
|---------------------------------|---|
| Reading                         | 90 |
| Writing                         | 85 |
| Spelling                        | 83 |
| Punctuation and grammar         | 85 |
| Numeracy                        | 90 |

| Percentage of Year 5 students achieving at and above minimum standard in 2009 |
|---------------------------------|---|
| Reading                         | 86 |
| Writing                         | 86 |
| Spelling                        | 84 |
| Punctuation and grammar         | 87 |
| Numeracy                        | 87 |

**Significant programs and initiatives**

**Gifted and Talented Education**

In the area of Gifted and Talented Education the school is now 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 schools scope and sequence. Enrichment and extension opportunities both inside and outside
the classroom are provided in many Key Learning Areas. These include:

- Yr 6 Premier’s Debating Comp
- Regional Public Speaking program
- Digital story telling
- Wiki for Flotsam project
- LAW activities
- Extension Maths activities K-6
- Challenge Program
- Involvement in external academic competitions
- Sport opportunities in regional and state events.

The school will continue to maintain its strong commitment to the development of GAT programs. The integration of technology will become increasingly significant and continue to be part of the classroom teacher’s tools to develop student skills and be utilized in extended ways. For example, the use of various websites along the Digital Taxonomy continuum are an excellent way of engaging students interest and allows students to debate issues and to present their work in a different and original format.

**Technology**

Tomaree Public School in 2009 continued to provide access to the latest technology for its students and staff. The technology available allows for the ongoing development of computer skills and the support and enhancement of teaching and learning across the whole school environment.

Access to the latest technology in our school both in education and administration ensures the ongoing development of Information, Communication and Technology skills for all stakeholders.

The NSW Government continues to support the School through the Teaching and Learning Program by providing both technical support and the supply of new equipment to replace aging hardware and infrastructure.

This year in the “2009 Rollout” we received thirteen new computers and two new laptop computers. The desktop computers were used to replace older computers in our Library Computer Laboratory ensuring it is up to date and can meet the increasing demands of staff and students. The two new laptop computers received were used to build two more additional mobile multimedia units to be used across the school. These additional mobile multimedia units are necessary to meet the increased demand for this type of integrated technology for learning in the classroom and for ongoing staff training.

This year with the help of our Department Technicians we were able to rebirth and rebuild eight of our existing computers which were removed from the network. The reconfiguring of these computers, at considerable cost savings to the school made them available as powerful “standalone computers” allowing for specialised learning programs to be loaded onto them for our children with special needs in mainstream classes and for our Kindergarten classes.

In addition to technology infrastructure upgrades, hardware such as televisions, dvd units, radio/cd players, classroom printers, software, headphones and technology consumables have been purchased and installed throughout the year. The technology budget this year catered for all these expenses. 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. In addition, the technology equipment installed is of a high quality and is more reliable meaning fewer breakdowns and therefore less monies were spent on maintenance and replacement of equipment in 2009.

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. These facilitate learning, develop technology skills and improve efficiency. This is an area that is expanding and becoming more important in our school environment.

The Tomaree Education Centre is a large, modern technology environment. Maintaining, upgrading and purchasing resources is an ongoing and challenging priority for our school. Addressing this priority ensures that staff, students and our community will continue to have access to the latest Information, Communication and Technology in our society now and in the future.
**Visual Arts**

Throughout the year all students at Tomaree Public School have produced a variety of great Artworks as part of their COGS Units, Class projects, special events and competitions. Examples include:

- Murals designed and painted for external school walls
- Art and canteen characters created by students to beautify the canteen
- Window art for our school library designed and completed
- Book week posters for the library
- Parent portraits for our school fair gallery
- Caricatures of our retiring Assistant Principal, Mr Chambers
- “Flotsam” responses for our Sister City Project

We have also had a very successful year with Art Competitions.

- During Term 1 Riley O’Sullivan won the ABC Bike helmet design competition
- Many students from years 5 and 6 had their Art work displayed at Port Stephens Council Chambers as part of the Tilligerry Creek clean waterways project
- Several stage 1 and early stage 1 students had their Art work displayed on the ABC Refrigerant website.
- Georgia Clarke (Year 5) and Amber Woods (Kindergarten) won the Taronga Zoo Banner Competition and were able to take their entire classes to the Zoo and view their art works which have been turned into beautiful banners and merchandise.
- Crystal Carney (Year 6) and James Ninopolous (Year 2) have had their art works produced on banners for the Port Stephens Council’s Traffic Safety messages for 40kmph school zones and safe road crossing

**Defence School Transition Aide**

The 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.

As at the end of 2009, Tomaree Public School has approximately 50 Defence students enrolled. The DSTA, Debbie Hersant, is currently employed for 600 hours per year.

The main duties of a DSTA are to:

- be an initial point of contact for new Australian Defence Force (ADF) families in the school,
- assist with enrolment of new ADF students,
- provide a link between ADF families and the Regional Educational Liaison Officer (REDLO) and Defence Community Organisation (DCO),
- co-ordinate welcoming and farewelling activities of ADF families at school,
- support individual ADF students’ needs as required, eg. when parent is deployed; and
- provide opportunities for ADF families to meet one another.

**Performing Arts**

Music, Dance and Drama have been taught across all stages during 2009. The majority of lessons are part of the various COGS units. In addition to the classroom programs, many students have been involved in extra performing arts groups, including junior and senior choir, vocal ensemble, band, instrumental lessons, year 4 and year 6 dance groups, year 6 drama group and Starstruck dance team.

The number of students wishing to take part in these programs continues to grow and we try to provide a range of performing opportunities for as many students as possible. We also aim to cater for the gifted and talented CA students by
providing additional specialist teaching and performance opportunities.

Performances include both school based and community events such as school assemblies, Anzac Day, Relay for Life, Music Festival, Starstruck, Twilight Bandstand, Presentation Day and Christmas carolling.

**Support Programs for Students with Learning Difficulties**

The education of students with additional learning needs is an important component of the programs offered at Tomaree Public School during 2009. TPS is supportive of students with a range of disabilities and learning needs. These are catered for in a variety of ways. All students who participated in these programs had increases in fluency, comprehension and reading levels. Mathematical levels also improved. Improvement was also evident in the student’s attitude towards work, which became more positive. Students are identified by the Learning Support Team, classroom teachers, school counsellor and support teacher.

The Support Teacher Learning organises and provides assistance to the classroom teacher which includes:

- Individual/ group assistance to a student both in class and in withdrawal situations. During 2009 support was provided to 45 students.

- Reading Tutor Program providing individualised instruction, 2 hours per week to students to assist them to achieve grade level. Community volunteers provide the instruction which has assisted 40 students over the year. The program was extended to the Special Education unit.

- A Language Program (LAP) identifies and provides instruction to assist students to improve Receptive and Expressive Language in Kindergarten. The program is developed and monitored by the Support Teacher and delivered by School Learning Support Officers. 20 students were assisted in this area.

- Support and programs for School Learning Support Officers working in classrooms and providing support for students. 15 students received this support during 2009.

- Working collaboratively with school executive, classroom teachers and parents in planning, implementing, assessing, monitoring and evaluating programs for students. Every new student who arrives at school is assessed initially and referred on if necessary

**Peer Support**

The Peer Support Program is an important aspect of the leadership framework at TPS. It involves all students from K - 6 including Special Education. The Groups are based on Sports Houses with 48 groups of between 7 and 12 students. Leaders are Year 6 students with Year 5 as reserve leaders.

Year 6 students spent a training day out of school at Dutchies Beach participating in a variety of mental & physical challenges. These challenges involved teamwork, co-operation, thinking and encouraged students to develop their leadership skills.

The Program was run every two weeks over Terms 2 and 3 when possible. A total of eight sessions were conducted. As well, at the start of the year, Year 6 leaders “buddied up” with Kindergarten students for a few weeks, helping them adjust to life at school.

Emphasis was placed on outdoor activities where students were involved in minor games that encouraged teamwork and fun. Indoor activities included a focus on anti-bullying and how to reduce it.

The positive outcomes were that students developed pride in their Sports House, their Group and themselves. Closer ties were developed between younger and older students.

**DET Focus Initiatives**

**Aboriginal Education**

In April our Aboriginal students participated in a workshop with a visiting artist, A North American first Nations elder. This occurred after she had retold legends from Canada which were related to Canadian children just as our Dreamtime legends are passed on. The whole school participated in an assembly to hear the stories.

Stage 1 students used a literacy kit during their music/dance/drama program led by Mrs Gibson which involved Aboriginal culture.
Our Aboriginal students attended the High School assembly which was addressed by Elders of the Worimi people.

Our school acknowledged National Sorry Day during our morning assembly. Jamie Tarrant addressed the school and presented a boomerang as a gift.

The acknowledgement of Country is an integral part of our weekly formal assembly.

Some of our senior Aboriginal students present the Acknowledgement of Country and incorporated information about their background on official occasions.

Staff from TPS and THS attended a ‘Dare to Lead’ Conference with the aim to improve student outcomes.

Multicultural Education

In 2009 multicultural programs were integrated into all key learning areas through COGS units.

In Term One all Stage 2 and 3 students presented multicultural speeches in class culminating in a school wide competition with students given the opportunity to represent the school in the state-wide Multicultural Perspectives Public Speaking competition.

Respect and Responsibility

Students are taught respect and responsibility through specific programs such as Student Welfare and Leadership training. Experienced and dedicated staff provide effective role models for students that demonstrate care, respect and responsibility.

The students representative council provides guidance and leadership for all students K-6. The council has developed, implemented and promotes the school beliefs and values within their classroom and at whole school functions.

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.

Environment

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

Paper and cardboard recycling continue to reduce the amount of waste. Unfortunately paper recycling incurred a charge for collection which placed a large burden on our budget and changes were implemented. A lift has been purchased and a group of senior students and staff have been trained in the operation of the lift to fill the recycling bins.

Ovals and gardens continue to be maintained.

Classes have been allocated areas of responsibility to keep clean and maintain gardens. Each class has a set of garden tools available for them as the result of a grant submission.

A major project this year was our ‘Planting the Seed’ program, which involved the whole school community, culminating in an assembly during Education Week.

Each class was allocated an Australian native plant found locally. Classes researched the
species identifying interesting facts, i.e. use by Aboriginal people, how/where it grows, its botanical name. Art work was created and then 'planted' at an assembly attended by the school community.

The school was awarded a Port Stephens Council Environment award in recognition of this program.

**School Chaplaincy**

The Chaplain is very involved in many welfare initiatives and programs. He supports playground social skills programs, provides individual support for students and leads special groups. He is an integral part of our school and its support systems.

The Chaplain is integrated into the School Learning Support teams like and the Student Council. He has a proactive, leadership role in the School Religious Education programme. The Chaplain has also provided support for staff facing grief, retirement or student support issues.

The positive presence of the Chaplain offers guidance for at risk students and improves engagement. He also supports teachers to provide an additional social / emotional and spiritual aspect to assisting students with needs. This allows students to concentrate on learning more effectively.

The Chaplain is the school's Site Coordinator for the successful Seasons for Growth program which supports students dealing with loss and grief or change.

The Chaplain works closely with the Support Teacher Behaviour to implement special Rock & Water sessions for selected students. This programme assists students to build resilience. All students participate in programs on a voluntary basis. Parental permission is required.

The Tomaree Education Centre Award for Primary students who uphold the school’s beliefs and values was introduced by the Chaplain. A financial incentive is given to the recipient.

This is the second year of the Chaplaincy service and the Federal government has announced it will continue. This is due to the strong endorsement of the Chaplaincy service by the Principal, staff, students and parents.

Our achievements include:
- All teachers participated and analysed school based assessment data in writing and reading
- All teachers analysed NAPLAN literacy data and identified areas of focus for teaching and learning programs in their own stage, grade and class level.
- Early Stage 1 and Stage 1 teachers implemented Best Start benchmark processes and engaged in professional development to implement the learning continuum.
- Percentage of Year 3 students achieving in top band in reading and spelling, grammar and punctuation exceeded the state average.
- Percentage of Year 5 students achieving in the top band in reading was equal to the state average.

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

Our achievements include:
- All teachers participated and analysed school based assessment data in numeracy.
- All teachers analysed NAPLAN numeracy data and identified areas of focus for teaching and learning programs in their own stage, grade and class level.
- Early Stage 1 and Stage 1 teachers implemented Best Start benchmark processes and engaged in professional development to implement the learning continuum.
- All staff engaged in a full professional development day which developed teacher knowledge and skills in teaching numeracy and provided authentic, relevant teaching strategies.
- Percentage of Year 3 students in the second top band (5) in numeracy exceeded the state average.

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

Our achievements include:
- A school based database has been established to track and monitor inappropriate behaviours.
- K-6 Anti-Bullying program has been developed and fully implemented in every class during first semester.

**Progress on 2009 targets**

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

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

- All teachers participated and analysed school based assessment data in writing and reading
- All teachers analysed NAPLAN literacy data and identified areas of focus for teaching and learning programs in their own stage, grade and class level.
- Early Stage 1 and Stage 1 teachers implemented Best Start benchmark processes and engaged in professional development to implement the learning continuum.
- Percentage of Year 3 students achieving in the top band in reading and spelling, grammar and punctuation exceeded the state average.
- Percentage of Year 5 students achieving in the top band in reading was equal to the state average.

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

Our achievements include:
- All teachers participated and analysed school based assessment data in numeracy.
- All teachers analysed NAPLAN numeracy data and identified areas of focus for teaching and learning programs in their own stage, grade and class level.
- Early Stage 1 and Stage 1 teachers implemented Best Start benchmark processes and engaged in professional development to implement the learning continuum.
- All staff engaged in a full professional development day which developed teacher knowledge and skills in teaching numeracy and provided authentic, relevant teaching strategies.
- Percentage of Year 3 students in the second top band (5) in numeracy exceeded the state average.

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

Our achievements include:
- A school based database has been established to track and monitor inappropriate behaviours.
- K-6 Anti-Bullying program has been developed and fully implemented in every class during first semester.
• School Values were reviewed and endorsed in priority order to align with expectations and values held in common with the Tomaree Learning Community.

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 2009 our school carried out evaluations of Leadership and Creative Arts.

Educational and Management Practice – Leadership

Background
The evaluation of leadership is cyclic and reflects the opinion of the school community in relation to the quality of leadership in the school. Leadership in TPS involves school leaders, student leaders and community leaders. Surveys were completed by teaching staff, SASS staff, students in Years 1, 3 and 5 and parents in the community. School leaders included Principal, Executive Staff, Committee and Focus Team Leaders.

Findings and conclusions – School Leaders
• Teaching staff, SASS staff and parents agree that school leaders listen, consult and communicate to all staff clearly and effectively.
• Our leaders do show strong leadership skills when reinforcing school routines and expectations.
• All Staff agree our leaders manage change by consulting all parties and considering all concerned.
• Our leaders organise and inspire staff to pursue Professional Learning.
• Staff and parents agree that communication via electronic, notice boards, meetings and newsletter is generally very effective.
• Students indicate they feel our leaders listen, assist and treat students fairly when resolving disputes. Although older students indicate they see some inconsistency between teachers when resolving conflicts.

Findings and conclusions – Student Leaders
• All Staff are very positive about the student leaders and how they are encouraged to participate.
• Staff, parents and students indicate that our students are taught about leadership and encouraged to accept leadership roles.
• Students expressed some concern regarding the process of student leader elections in 2009.
• Students were very positive about Student Council and felt they were aware of its roles as well as having a voice in decision making.

Findings and conclusions – Parent Leadership
• Teaching staff indicated they were aware of parental roles and felt the parents in these roles were effective.
• SASS Staff indicated concern about the effectiveness of some parents in leadership roles.
• Students believed that the parent leaders were very good, but would like them to be identified to the student population.
• The majority of parents agree that parent leadership in the school is important and mostly effective.

Future Directions

School Leadership
• Continue to consult, listen, support and motivate staff, students and school community.
• Establish strategies to deal with conflict between students by teachers in a consistent manner.
• Continue to support communication avenues between leaders and community.
• Ensure students are heard and dealt with in a fair, equitable manner.

Student Leadership
• Review and modify student leaders election process.
• Develop and implement a school student council policy for operations.
• Provide student council class representatives with strategies and processes to communicate between their class and council meetings.

Parent Leadership
• Raise awareness of parent leadership in the school.
• Introduce parent leaders to students after election.
• Investigate processes for new parents to access leadership roles.
Curriculum - Creative Arts

Background
Our evaluation of curriculum areas is cyclic. In 2009 we reviewed Creative Arts (CA). Survey tools were used to collect data from teachers, parents and students in Years 1, 3 and 5.

At TPS we have specialist CA teachers as well as classroom teachers involved in delivering this KLA. The survey investigates both these methods of delivering lessons, resources and assessment. It also evaluates our involvement in out of school CA activities and visiting performers to our school.

Findings - Teaching Curriculum
- Staff and students were very positive about all CA programs in our school. All four areas, (Music, Visual Arts, Drama and Dance) are enjoyed and valued equally.
- Staff believe they understand the syllabus in all four areas but would like more resources to teach Music, Drama and Dance and Visual Arts.
- There was unanimous support for the specialist teachers by the staff and some staff would like to access resources from them.
- Staff believe they were interested in Professional Development and support in CA subjects.
- Staff indicated they would benefit from increased input from CA teachers regarding assessment.
- Feedback on assessment information for CA needs to correlate to school reports with levels of attainment, effort and comments in Visual Arts and Music.
- Younger students indicated more strongly than senior students that they were aware of their progress in all CA areas.
- Parents do not believe they are adequately informed about CA syllabus (what is taught), the progress of their child in CA and the adequacy of resources.

Findings – Performances
- All students could identify numerous activities they enjoyed during the year and most enjoyed performing.
- Year 5 students described their involvement in Starstruck as positive.
- Staff expressed concern about time out of class for children involved in performances, especially Starstruck.
- The value of outside performances visiting the school was questioned. Visiting performances should be relevant to school priorities and plans.
- Parents are unsure of the variety of extra curricula opportunities available to students in CA.
- Staff, students and parents agree that Art competitions, Music Festival and performances at School Assembly are worthwhile and valuable.

Future Directions

Teaching Creative Arts:
- There is overwhelming support for continuation of specialist teachers at TPS.
- Specialist teachers to provide CA feedback of assessment tasks, learning programs and results to class teachers. Assessments to align with school reports – five levels of achievement and comments.
- Opportunities for Professional Development to be investigated for specialist teachers and all staff.
- Students need to complete all CA work in CA lesson time.
- Communicate curriculum content, assessment information and student achievement to parents more effectively.

Performances:
- Continue to provide quality performance opportunities for students across the grades.
- Consideration to be given to the amount of class time missed to participate in performing.
- Ensure that outside performers who visit the school are relevant to curriculum content or school focus areas.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below:
- Students feel valued and involved in a variety of activities and enjoy the atmosphere at the school.
- The majority of parents indicate high levels of satisfaction with the school facilities, climate,
communication and opportunities for parent involvement.

- Most concerns raised by parents are of an individual nature.

- Teachers enjoy the working environment of collaboration and support and share their expertise and knowledge generously with each other.

- The level of satisfaction with the canteen menu, quality and variety of foods has improved since the 2008 survey.

- Parents, students and teachers would appreciate installation of air conditioning in all classrooms and office areas.

- The construction of extra shade shelters and covered seating in the playground has been appreciated. Further improvements to play equipment and play areas would be appreciated.

- Parents raised some concerns regarding the condition of school toilets and the need for improved maintenance.

- The newsletter is valued by the school community and the number of parents receiving it by email is increasing.

**Professional Learning for Staff**

Professional learning is an essential component of the education system. Teachers and support staff engage in a variety of professional development opportunities throughout the year which results in their professional learning and contributes to the improvement of the delivery of student outcomes. These improvements can be direct or indirect.

Professional Development was provided to support school targets, special school focus areas, annual compliance training and personal professional goals. Training was delivered by outside providers in staff meetings, sharing of in-school expertise, attendance at state or local conferences and workshops and School Development Days.

- All staff updated training in Emergency Care, CPR, Anaphylaxis, Asthma and Diabetes.

- A team of five teachers and support staff trained as Season for Growth Companions and this program is offered each term to students who meet the criteria.

- Individual staff members attended training in Autism, Welfare, Middle Years and Information Technology.

- Two support staff members trained in Rock and Water to facilitate delivery of the program.

**School development 2009 – 2011**

2009 was the first year of the three year strategic plan. We have identified three priority areas for our school - Literacy, Numeracy and Engagement / Retention. GAT initiatives, ICT and the NSW Quality Teaching Framework will be integrated into the priority targets and incorporated in all Key Learning Area management action plans.

**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 & 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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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: