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 participated 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.

In 2008 Tomaree Education Centre celebrated 10 years as one campus. A walk back from the original site, a special assembly and tabloid afternoon provided an opportunity for all to participate in this 10th birthday party. Students enjoyed a birthday cake and filled a time capsule. It has been placed in the library to be opened in 2018.

Messages

Principal's message

It is again my privilege to write this annual school report as I enter my fifth year as Principal of Tomaree Public School. I would like to acknowledge the contribution of teaching and non teaching staff 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 over many years.

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

Parents & Citizens (P&C)

It is an honour to write the P & C report.

As a P&C group we support Tomaree Public School by raising funds and being involved in its smooth operation. We are the voice of the parents, a vital element in our school. Teachers teach - students learn: and we, as parents, give support and encouragement, sharing skills from all walks of life to make our school community complete.
Our members have made outstanding contributions to the school with enthusiasm and effort in 2008. The P&C have been able to donate $12,000.00 to the school as well as support school programs - Essential Moves ($3,069.00) and Rotary Reading Program ($2,300.00). The P & C paid for materials for working bees and the fit out of the new uniform shop. We also provided financial assistance for students who represented the school in regional teams at state level.

Recognising busy family schedules, we trialled daytime meetings during 2008. Unfortunately it wasn’t successful....but it was worth the try! We have returned to the original time of the 3rd Wednesday of the month at 7pm. (with childminding available)

We would love to see more parents at our meetings. Come and be involved in your child’s school. Everyone has something of value to offer and we look forward to your input.

Thank you to a great team. It’s been a pleasure to work with you.

Bruce Cocking – P&C President

Canteen

This has been a very interesting year in the canteen. We have managed to keep our focus on healthy eating with a variety of GREEN category foods. It has been very pleasing to see so many of the children in the younger age groups embrace the salad wraps and tubs.

We will strive to supply healthy food at a reasonable price in 2009, although there have been significant price increases on dairy and chicken products and these price rises will have to be reflected in menu prices.

The canteen committee donated a CD player and a 68cm television to the special education unit this year and $550.00 from our milkshake days. Thank you to everyone who supported them.

We are very pleased to hand $2000.00 back to the school.

Thank you to all the parents and children who have supported the canteen this year.

Valerie Eder – Canteen Manager

Uniform Shop

2008 saw many changes take place within the uniform shop.

The first major change was the introduction of a new unisex school polo shirt and a skirt for the girls. These items were accepted overwhelmingly by the school and sales increased significantly.

The uniform room relocated from a small interview room to a larger, dedicated space within the school. The space has been modified and improved through the work of volunteers with displays on the walls, posters and a fitting room for privacy when changing. This has been welcoming for parents and provided a more professional service.

Kaylie Withers resigned from her position as uniform shop coordinator after volunteering for five years and Leanne Veasey has taken on the role.

The Uniform Room has been renamed to “The Uniform Shop” to reflect its purpose. The aim is to provide good quality school uniforms at very affordable prices as well as a friendly and helpful service. It is operated by volunteers as a service for our school community.

Leanne Veasy – Uniform Shop Coordinator

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Leanne Veasy – Uniform Shop Coordinator
School Council

In 2008 our School Council was placed in recess due to insufficient representation from community and staff. The business agenda of the council was integrated with the P & C agenda and a parent representative (P & C Treasurer) attends the school Finance Committee. The School Council could be reformed at any time if required in the future.


Student Representative’s Council

2008 has been a great year for the Tomaree Student Council.

We have worked for a number of charities during the course of the year and have helped raise over $4000.

World Vision, The Heart Foundation (Jump Rope for Heart) and Stewart House were three charities we supported. We held a dress-up day for World Vision and held a carnival to celebrate Jump Rope for Heart.

We were also very fortunate to be able to send two students to Stewart House this year for a wonderful holiday experience.

The Student Council operated on a Committee basis and the many committees formed organised numerous functions and activities at the school. A student Playground Patrol was established to assist students on the playground and from this a Happy Playgrounds Group was formed. A number of Discos and Dress-up Days as well as an Easter Hat Parade were held.

The Captains for 2008 were Sam Burns, Johanna Holzmann and the Vice Captains were Nick Wiseman and Indigo Parrish-Wood.

We were proud to lead the school and will remember our time at Tomaree Public School forever.

School context

Student Enrolment

Enrolments were reduced in 2008 due to the graduation of a larger Year 6 group and smaller kindergarten enrolments. During term 3, our enrolments grew to an entitlement for a 15th class. Two 10/15 classes cater for special needs students.

Student Enrolment Profile

[Graph showing enrolments over years]

Student Attendance Profile

Our overall attendance rate of 93.62% is slightly lower than previous years and has fallen below the region and state averages. We continue to track and monitor student absences and encourage full school attendance through newsletters and direct contact with parents.

[Graph showing attendance rates over years]

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 2008 class size audit conducted on Tuesday 25 March 2008.
<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>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1OJ</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3_4CR</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3_4CR</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4_5C</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>4_5C</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5_6M</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5_6M</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5J</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>22</td>
<td>22</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**

Based on the number of students who attend the school, the following table shows our staff allocation in 2008.

<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>11</td>
</tr>
<tr>
<td>Teacher of Moderate and Severe Intellectual Disabilities</td>
<td>2</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>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.8</td>
</tr>
</tbody>
</table>

**Staff Retention**

At the commencement of 2008, Ms Margaret Sommerville retired from the Department of Education and Training. She was replaced by Mr Keith Clayton who transferred from another local school.

**Staff Attendance**

Staff have access to leave entitlements such as sick leave and long service leave. In 2008 a number of staff enjoyed extended periods of long service leave throughout the year. The school was able to employ the services of excellent casuals. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.2%.

**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.
Income

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance bought forward</td>
<td>259,199.11</td>
</tr>
<tr>
<td>Global Funds</td>
<td>136,148.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>132,442.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>134,809.38</td>
</tr>
<tr>
<td>Interest</td>
<td>18,882.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>77,641.63</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>759,123.54</td>
</tr>
</tbody>
</table>

Expenditure

**Teaching & learning**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>40,452.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>42,011.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35,784.90</td>
</tr>
<tr>
<td>Library</td>
<td>8,229.58</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,103.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>156,040.25</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>63,801.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50,966.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27,493.19</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13,477.51</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>67,765.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>511,127.36</td>
</tr>
</tbody>
</table>

The balance of funds carried forward $247,996.18 includes the following:-

- Balance of Tied Funds $116,776.77 (can be used only for specific purposes)
- Balance of Trust Funds $44,273.59 (funds held in trust for community users)
- Balance of funds available for general school use $86,945.82

The intended use of those available funds is as follows:

- Unpaid orders $2,631.47
- Unpaid invoices $1,845.00
- Unpaid casual salaries $8,217.68
- Provision for asset replacement $10,000.00
- Provision for additional assets $10,000.00
- Educational programs (as per 2008 budget) $48,821.63
- Emergency Fund $5,430.04

The school, as part of its educational management plan, is saving to acquire new photocopiers across TEC which cannot be funded within a financial year. These copiers are expected to cost TPS $33,000.00.

A full copy of the school’s 2008 financial statement is tabled at the annual general meeting of the School 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 $2,000.00 in 2008 which formed part of the P & C pledge to the school of approximately $14,000.00.

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 $22.00 per hour. In 2008 the income from the hall was $6,631. The expenditure in maintaining the hall in optimum condition has so far been minimal at approximately $500 per year.

School performance 2008

External Competitions

Students participate in a range of external academic competitions which enhance their skills and develop their abilities / knowledge beyond the school context. This provides opportunities to measure their performance / achievement against regional, national and international standards.
In 2008, excellent results were achieved in several curriculum areas.

Hunter Regional Mathematics Competition (yrs 5 & 6)
- 13 Distinctions
- 23 Credit Awards

University of NSW Mathematics (yrs 3-6)
- 2 Distinctions
- 9 Credits
- 18 Participation

University of NSW English (yrs 3-6)
- 2 Distinctions
- 4 Credits
- 12 Participation

University of NSW Science (yrs 3-6)
- 14 Participation awards

University of NSW Computer (yrs 3-6)
- 5 Participation awards

Sport
Tomaree Public School has a strong focus on sport and promotes physical fitness programs on a number of levels. All students participate to their individual ability.

Friday Sport included the following: Swimming, Cricket, T-Ball, Softball, Soccer, Oz-Tag, Touch, Hockey, Rugby League, Rugby Union, Ten Pin Bowling and use of the Salamander Gym.

State Knockout competitions included Netball, Girls Soccer, Girls & Boys Touch, Boys Cricket and Rugby League. All teams were eliminated by Round 4.

Local Peninsula School Gala Days included Netball, Boys & Girls Soccer, Rugby League and Rugby Union. The Girls Soccer team were joint winners while the Boys Rugby Union team won, receiving a prize of $1 000 from Sports Power.

Swimming, Cross Country and Athletics carnivals were whole school events. Selected teams progressed to Zone Carnivals.

Our school squads won the Port Stephens Zone Swimming and Cross Country Carnivals and came second in Athletics.

Students also participated in Zone Trials in Netball, Soccer, Cricket, Hockey, Tennis, A.F.L., Rugby League, Rugby Union and Touch.

- Ninety seven students represented the school at the Zone Trials & Carnivals,
- Thirty five represented the Zone at Hunter Regional Trials & Carnivals and
- 6 students represented the Region at NSW State Carnivals.

Congratulations to:-
- David Wood & Adrian Chaplin (AFL),
- Morgan Woodley & Nick Wiseman (Rugby Union) and
- Haley Dews & Jayden Pobje (Touch).

Hayley and Jayden were members of the Hunter Touch Teams which were both State Champions.

A K-6 Tabloid was conducted to celebrate the 10 year anniversary of the school while K-2 participated in a Mini Olympics to celebrate the Olympic year.

Externally provided opportunities featured during 2 terms. “Sport in Schools” in Term 2 for K-6 and “Dance2Bfit” in Term 4. These provide opportunities for students to receive instruction and expertise which is not available within school resources.

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

Skills lessons were conducted with Junior Primary classes as an RFF program in an effort to better prepare the students for major games that are played at sport.
National Assessment Program
Literacy and Numeracy (NAPLAN)

In the NAPLAN tests the performance of students across the Years 3, 5, 7 and 9 is reported in Bands ranging from Band 1 (lowest) to Band 10 (highest). Results for Year 3 are reported across the range of Bands 1 to 6. Results for Year 5 are reported across the range of Bands 3 to 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

In general our achievements have been an improvement on past results. We continue to establish and implement programs to raise the performance of all students through targeted strategies, quality teaching and school based programs.

NAPLAN Year 3 – Overall Literacy

Our results are pleasing in Year 3. The percentage of students in Bands 4 to 6 (83%) is higher than the state (76%) and considerably higher than the region (60%). However, we have fewer students in Band 6 (14%) when compared to the state (20%). There were no male students featuring in this band compared to the state (17%). The female students did perform favourably in Band 6 (21%) when compared to the state (23%) and region (17%)

Yr 3 Reading

There were significantly more students in band 5 (2nd highest band for year 3) compared to the state. However our percentage in band 6 (9.5%) is significantly below the state (20%).

Writing – NAPLAN Yr 3

Achievement in writing was pleasing compared to the state. More students were placed in bands 4 and 5 than the state and our percentage of students in band 6 (23.6) was only slightly below the state percentage (25.7)

Spelling – NAPLAN Yr 3

The percentage of students in band 4 (38.1) is significantly higher than the state but we had significantly less students (14.3) in band 6.
Percentage of students in band 5 (11.9) is less than the state (17.4). Our percentage of students achieving band 6 (21.4) is pleasing against the state (25.6).

Our students’ overall performance in the top 3 bands (57%) is down on the state (67%) and region (61%). This is further reflected in the percentage of students in the lowest 2 bands (17%) compared to the state (10%) and region (13%). However, TPS female students (61%) outperformed our male students, performing better than both the state (56%) and the region (51%) in the top three bands.

NAPLAN Year 5 Overall Literacy

Our Year 5 results were impressive. The percentage of students in Bands 6 to 8 (78%) is considerably higher than both the state (63%) and region (56%). Our male students outperformed our female students in the top 2 bands. The percentage of students in the lower 2 bands (4%) was a much better result than both the state (13%) and region (17%).

The percentage of students in band 8 (22.6) is significantly higher than the state (15.1). Students in bands 6 and 7 are also higher than the state.

While we had more students in band 7 (18.9) than the state (17.8) there were less students (7.6) in band 8 than the state (12.2).

There are significantly less students in band 8 (3.8) than the state (12.1) which is a concern.
Grammar and Punctuation – NAPLAN Yr 5

Students performed well in grammar and punctuation with a higher percentage in bands 6 (28.3), 7 (22.6) and 8 (20.8) than the state.

Numeracy – NAPLAN Yr 5

As in literacy results, the Year 5 numeracy results were most impressive. Overall in the top two bands, TPS (32%) was higher than the state (26%) and region (19%). In the highest band our male students (30%) achieved significantly higher results than the state (14%) and region (8%). Our female students (8%) were comparable to the state (9%) and better than the region (4%) in the top band. These pleasing results were also reflected in the lower two bands with our school (13%) having less students than the state (20%) and region (25%).

Progress in Reading

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

Our Year 5 students had an average growth in scores (85.8) which is higher than the average growth in scores for the state (80.7) and SEG (84.2). Female students at TPS had an average growth in scores which was considerably higher than their cohort in the state (79.7) and region (78.0).

Tomaree Public School progress in reading has increased significantly and is well above the state growth in 2006-2008

Progress in Writing

Progress in writing (70.5) is slightly below the state progress of (71.2) but above the LSG growth of (68.4)

Progress in Numeracy

Data presented showed the progress in numeracy of TPS Yr 5 students who were also tested at TPS in Year 3.

Our Year 5 students had an average growth in scores (92.1) which is significantly higher than the average growth in scores for the state (73.3) and SEG (80.4).

Minimum standards

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

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 2008.

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 2008**

98% of our students achieved the minimum standard in writing (national 95%).
98% of our students achieved the minimum standard in spelling (national 92%).
95% of our students achieved the minimum standard in grammar/punctuation (national 93%).
95% of our students achieved the minimum standard in numeracy (national 95%).
90% of our students achieved the minimum standard in reading (national 92%).

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

100% of our students achieved the minimum standard in writing (national 92%).
100% of our students achieved the minimum standard in grammar/punctuation (national 93%).
98% of our students achieved the minimum standard in numeracy (national 92%).
96% of our students achieved the minimum standard in reading (national 90%).
96% of our students achieved the minimum standard in spelling (national 93%).

**Special School Programs**

**Visual Arts**

Throughout the year all students at Tomaree produced some wonderful Artworks as part of their COGS units.

Many great works were also produced in response to a variety of Special Events, for example:

- Sorry Day posters (in response to the historic apology to our Aboriginal people across the nation).
- Easter Art.
- Mother’s Day / Father’s Day.
- The Beijing Olympics.
- Christmas Craft.

Our main Art focus for 2008 was the Music, Art, Drama and Dance (MADD) Night which was held in Term 3.

Students created and displayed many and varied Artworks including drawings, paintings and collages. All stages competed in a mask competition and their fabulous creations were also displayed on the night. Prizes were sponsored by School Club Art Supplies.

Parents and students were invited to participate in a variety of activities on the night, for example:-

- Reverse Surgery – Fabulous face painting where students left their “waiting room” looking like they’d been in an accident – very authentic and popular!
- Crazy Fruit Faces – faces or animals were created on large sheets on the floor from baskets of fruit and vegetables.
- Aboriginal Art – a group of our high school Aboriginal students demonstrated their dot painting techniques and drew large crowds to see their spectacular, vibrant paintings.

This was a very busy, creative, exciting event enjoyed by our whole school community.

To finish off the year many students in stage two and three entered the Stewart House Christmas Card Competition.

Year six students have painted two beautiful murals of our local environment to enhance our school playground.

**Performing Arts**
Music, Drama and Dance have been taught across all stages as part of the COGS units during 2008. In addition to these classroom programs many students have been involved in extra musical and dance activities. These include instrumental and vocal performances for events such as Anzac Day, Sorry Day, 10 year Birthday celebrations, Christmas Carolling and special assemblies as well as dancing for Starstruck (32 participants).

Two particular major events during the year included Music, Art, Drama and Dance (MADD) night and The Music Festival. Both of these events were very successful. All of the students in the school participated in the MADD evening and over 120 students participated in the Music Festival featuring Band, Senior choir, Junior Choir and Year 6 Dance Group.

2008 has also seen the start of two new music programs: Percussion Band for those talented students interested in drumming or Marimbas and the pre-band Junior Instrumental program. Our school has purchased its own concert band instruments for hire to suitable students for this program.

In addition to our school based activities, the Dance2befit company visited our school and provided a 9 week course in Term 4. Nearly all students successfully participated in this program.

We are pleased to announce that several of our year 6 students have been accepted into The Hunter School of Performing Arts and Tomaree High school selective Creative and Performing Arts class for 2009.

- In Term 3 Eric Frangenheim presented a workshop for staff on teaching thinking skills in the curriculum. He then taught a demonstration lesson with stage 3 students and teachers.

- Specialist groups and opportunities for extension were also provided throughout the year including:
  - Regional public speaking and debating programs.
  - Extension workshops in Maths and Science taught by High School teachers.
  - Years 4, 5 & 6 participated in the Peninsula Challenge Program.
  - CAPA students were extended through involvement in performances and competitions.
  - Sport opportunities in regional and state events.
  - Involvement in external academic competitions.
  - A Trivia Challenge was initiated for each stage to demonstrate that the school values thinking.

Teachers are attuned to the needs of GAT students and provide suitable quality teaching programs. Enrichment and extension opportunities both inside and outside the classroom are provided in many Key Learning Areas. There has been an emphasis on the development of thinking strategies, which are taught and used within the normal content of the curriculum. We will continue to consolidate these strategies and ensure that teachers incorporate GAT elements in class programs.

**Gifted and Talented**

Over the last three years GATS has been a focus area in our school management plan. The school has a strong commitment to promoting GAT programs and provides opportunities across a wide range of curriculum.
Technology
Tomaree Public School in 2008 continued to provide access for students and staff to the latest technology to enable the enhancement of learning and the ongoing development of Information, Communication and Technology skills.

The NSW Government continues to support the School through the Teaching for Learning Program both with technical support and the supply of new equipment to upgrade the technology infrastructure. This year all switches in communications cupboards were upgraded and replaced with Hp hardware. In term four, thirteen new computers were rolled out onto the school network. All of these computers were dedicated for education and were connected in classrooms to either add to or replace aging computers.

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 throughout the year and installed. The technology budget was fully spent with significant savings made by Committee Members to purchase wisely and gain more value for the monies allocated in the 2008 Budget

As a result of the fundraising efforts of our Teacher Librarian, the generosity of our Staff and the skills of our local Community Members with the support of our General Assistants, purpose built desk furniture was installed in the library for the computer network making it more functional and user friendly for our students. A mobile multimedia centre was also purchased and developed for use across the K to 6 grades with these additional funds.

Staff and students continue to access and utilise the Department of Education Online Services, Information Sites, Curriculum and Policy Databases, as well as training programs which are continually being developed and updated to facilitate learning, develop skills and improve efficiency.

The Tomaree Education Centre of which Tomaree Public School is a stakeholder, has one of the largest and most modern technology networks in the area. Maintaining, upgrading and purchasing of resources is an ongoing priority for our school. This priority ensures that staff, students and our community continue to have access to the latest Information Communication Technology to enhance their learning and to continue to develop their technology skills.

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 2008, Tomaree Public School has approximately 60 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 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.

Environmental Education
There is a strong commitment to Environmental Education and care of the local area at TPS. A dedicated team of teachers and students ensure
that awareness is raised and proactive programs benefit the whole school.

Highlights of 2008 include:-

- Paper Recycling program was extended and inclusive of High School faculties across the site. Students manage this collection.
- Oval was top dressed, fertilized and holes filled for a safer playing surface.
- New gardens were created along pathways and between classrooms.
- Students assumed responsibility for the care of garden areas around the school.
- A vegetable garden was established in the school in collaboration with the General Assistants.
- The tool / storage shed was constructed by High School students to ensure tools and equipment are secure and well maintained.

Our future plans include finalisation of a Sustainable Environment Management Plan, installation of water saving measures across the site and a School Environment Officer established for each class to represent their class in a larger committee forum.

In 2008, funding was provided to employ SLSOs to support students with disabilities in mainstream classes. The Learning Support Team, School Counsellor, class teachers and support teachers coordinate and modify programs to ensure that the academic, social and emotional needs of each student are met.

The Support Teacher Learning also organises and provides assistance to the classroom teacher following identification of needs.

The support provided includes:

- Individual/ group assistance to students both in class and in a withdrawal situation. During 2008 support was provided to over 60 students.
- Reading Tutor Program providing individualised instruction, 2 hours per week to students to assist them achieve grade level in reading. Community volunteers provide the instruction to over 30 students through the year. Community relations are strengthened by senior students providing morning tea.
- A Language Assistance Program (LAP) identifies and provides instruction to assist students to improve Receptive and Expressive Language. The program was developed and monitored by the support teacher and a support officer. 15 students were assisted in this area.
- Provision of guidance and programs for school learning support officers who work directly with students to provide support. 10 students received this support during 2008, most for the complete year.
- 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.

Support Programs for Students with Learning Difficulties.

TPS is inclusive and supportive of students with a range of disabilities and learning needs which are catered for in a variety of ways.

Two special education classes cater for 13 students with moderate and severe intellectual disabilities. There is a permanent School Learning Support Officer (SLSO) in each class to assist educational programs. The students are integrated into whole school activities and playground areas as appropriate.

DET Focus Initiatives

Aboriginal Education

During 2008 the Local Management Group of peninsula schools was successful in obtaining a grant to provide tutoring for Aboriginal students to support classroom programs and strengthen cultural identity. Each Aboriginal student received 1-2 hours per week individual and group support provided by an Aboriginal Support Officer during Terms 2, 3 and 4. Students made significant gains in their academic performance and developed a sense of belonging through the many cultural experiences provided.
Early in the year the school participated in the national “Sorry Day” celebrations to recognise and apologise for the mistreatment of Aboriginal people in the early history of Australia and the removal of children from their families. This was a sobering event and all students attended a special assembly. The Aboriginal students were invited to attend the High School assembly and a group of students performed a musical item. The event concluded with a celebration morning tea and traditional smoke ceremony.

Personalised Learning Plans are in place for all Aboriginal students and are updated regularly to incorporate literacy, cultural and social outcomes.

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 student’s representative council provides guidance and leadership for all students K-6. The council has developed and promotes the school beliefs and values within their classrooms.

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.

Each Friday morning school leaders are responsible for organising and leading the formal K-6 assembly. The Acknowledgement of Country and singing of the National Anthem and School Song are integral components of the assembly. Special occasions like ANZAC Day, Education Week and Remembrance Day are also celebrated with a formal assembly.

Multicultural Education

2008 saw multicultural programs integrated into all key learning areas with specific initiatives highlighted.

In Term One all Stage 2 and 3 students presented 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. Two students were successful at Zone and went on to represent at district level where one was awarded an Honourable Mention.

Harmony Day was recognised with a special assembly recognising the many cultures that are represented in our school.

On Sorry Day we had a guest speaker from the local Aboriginal group who addressed the whole school with follow-up activities in individual classes.

The Music, Art, Dance and Drama Night in term 3 featured a mask competition. The masks represented different tribal and cultural backgrounds of the world.

All staff participated in Professional Development activities in the updated Anti-Racism policy. We have 3 trained Anti Racism Staff Officers on staff.

School Chaplaincy

The Chaplaincy service provides a point of call within the school for students, staff and families to discuss concerns and initiates and supports a number of programs.

The Playground Patrol initiative provides a process for the identification of student with social needs and the opportunity to develop appropriate responses/assistance in the playground. It assists the teacher on playground duty as peer groups help each other to facilitate a friendly playground.

The Chaplain is the site coordinator for the Seasons for Growth program which supports students to deal with grief and loss. Staff are accredited and resources are provided and organised through the Chaplain.

The Tomaree Education Centre Award provides financial assistance and a tangible incentive to uphold the school’s beliefs and values. It is a
scholarship awarded to a student who demonstrates the school values consistently.

The first annual Tomaree Education Centre Volunteers Morning Tea was organised as a celebration to recognise the outstanding contributions of our many volunteers across the whole campus.

There has been strong, positive support for the role evidenced in a number of ways. Staff support has been seen in meetings, personal contact and cooperation with chaplaincy initiatives. Staff refer students to the Chaplain and discuss relevant issues as appropriate. The chaplain is part of the school team and staff are comfortable to approach the chaplain regarding personal and professional issues.

The students have become increasingly aware of the chaplaincy service in the school and are comfortable to access and participate in initiatives if appropriate. A new room has been made available so students can access the chaplain more easily.

Parent support is demonstrated through direct contact with the chaplain and in support for programs and initiatives.

Progress on 2008 targets

Target 1: To improve Literacy outcomes for all students in Writing and Talking and Listening.
Our achievements include:-

- Teachers developed quality rich assessment tasks in writing and talking and listening.
- Student progress is tracked and monitored against appropriate learning outcomes. Information is transferred to new teacher.
- Students are provided with opportunity to write for a genuine purpose and authentic audience.
- Student participation in the external talking and listening events to develop and enhance skills was increased and promoted.
- Teachers engaged in professional learning opportunities to continually improve teaching and learning programs in writing, talking and listening with emphasis on identified quality teaching elements.
- Data was analysed and implications were incorporated in teaching programs.

Target 2: To incorporate the Gifted and Talented policy into classroom programs.
Our achievements include:-

- All teachers implemented the whole school GAT policy which aligns with the DET policy.
- A school identification process / procedure was fully implemented which resulted in a school register of GAT students being established to be updated annually.
- Ongoing professional learning opportunities for staff to further develop their expertise and ability to differentiate the curriculum and incorporate the Quality Teaching Framework into all aspects of the curriculum was provided.
- A K-6 Thinking Skill Program Scope and Sequence has been developed and implemented across the school.
- Identified GAT students achieved the highest bands in NAPLAN tests for literacy and numeracy.

Target 3: To establish a wholistic approach to student welfare which reflects the school core values.
Our achievements include:-

- New Welfare and Anti Bullying policies were ratified by staff and parent body and introduced.
- A K-7 Anti Bullying program was developed and trialled in 2008.
- Incidents in planning room have decreased in severity and there was a reduction in the suspension data over the 3 years.
• New school values have been accepted by school community and will be integrated into all school welfare programs.

• An Anti-Bullying brochure for parents was distributed to all families.

Target 4: To improve the profile of the school in the local community and promote its facilities within the zoned area.

Our achievements include:

• A new school brochure was designed, published and distributed in all school information packages, pre-schools and community venues.

• High numbers of pre-schoolers attended our extended orientation program in 2008.

• A positive school image was portrayed in media throughout 2008.

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 2008 our school carried out evaluations of Learning and Physical Education, Health, Personal Development.

Educational and Management Practice – Learning

Survey tools were used to collect data from all staff, a random sample of parents and students in years 1, 3 and 5.

Findings and conclusions

An analysis of the surveys revealed the following:

• Student, parents and teachers agree that the school has high expectations for learning.

• Students strongly agree that looking at their work samples over time helps them see improvements.

• Students strongly believe that teachers help them with their learning.

• Parents, students and teachers agree the school is well resourced and classrooms are interesting places to learn.

• Most parents and students are unsure whether teachers update their skills or share ideas with their teaching peers.

Future directions

Analysis of data indicated that we could benefit from the following:

• Establishing regular communication with parents about school routines and how students learn.

• Providing feedback from teacher learning through newsletters.

• Providing strategies for students to take responsibility for their own learning and self assessment.

Curriculum – Personal Development, Health and Physical Education.

Background

Our evaluation of curriculum areas is cyclic. In 2008 we reviewed PD,H,PE. Survey tools were used to collect data from all staff, students in
years 1, 3 and 5 and a selected sample of parents.

Findings and conclusions
An analysis of the surveys revealed that:

- Students, staff and parents agree that physical education occurs regularly throughout the school.
- Staff and students strongly agree that the Sports in Schools program is beneficial.
- Parents are concerned that achievement in PD/H/PE is not well reported by the school.
- A significant percent of parents are unsure about PSSA sport.
- The majority of staff agree that the teaching of values and social skills is an essential component of the curriculum.
- Students in Years 1 and 5 are more positive about Life Education programs than Year 3 students.
- A significant percentage of students believe that their teachers do not tell them how they are progressing in PD/H/PE.
- Parents, teachers and students are positive about the variety of sport activities and healthy lifestyle programs offered at the school.

Future directions
An analysis of the data indicates that we could benefit from the following:

- A review of our assessment and reports to parents in PD/H/PE.
- Continuing our current PD/H/PE programs.
- Improved communication in newsletters and assemblies regarding PSSA.

Parent, Student, and Teacher Satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

- There is a positive atmosphere within the various sections of the school. Students feel valued and involved in a variety of activities.

- Parents, students and teachers would appreciate improvements to the physical environment by air conditioning all classrooms and the provision of more shaded areas in the playground.
- The trial of the Anti-Bullying K-6 program was well received. However bullying is an ongoing area of concern and the program will be reviewed and modified as needed. In 2009 the program will be implemented in term 1.
- Communication systems are in place. However, concerns were raised regarding notification for individual class activities and more notice for presentations and sport events to support working parents.
- Emailing the newsletter has been well received by most parents and the newsletter format is professional and easy to read.
- A significant percentage of parents expressed concern regarding the canteen menu, quality and variety of foods served.
- Some parents believe that the level of technology and access to computers is insufficient to meet the learning needs of students.
- Most parents value the dedication and commitment of teachers to their child’s education.
Professional Learning

Professional Learning occurred throughout the year in a variety of ways. Staff engaged in opportunities that related to school targets, special school focus areas, annual compliance training requirements and personal learning goals. Professional learning was delivered through outside providers who attended the school staff meetings, time provided for teams to work together on initiatives, attendance at State or local conferences/workshops and School Development Days.

All staff renewed or gained initial awareness and skills in health care procedures for Emergency Care, CPR, Anaphylaxis, Asthma and Diabetes. Staff meetings were dedicated to Writing, rich assessments tasks, reporting to parents, Gifted and Talented Education and COGS. Individual teachers attended professional development in Middle Years, Gifted and Talented, Autism, Seasons for Growth, Positive Behaviour, Boys Education, Accelerated Literacy and Thinking Skills.

School Development 2009 – 2011

2009 is the commencement of a new 3 year strategic plan. We have identified 3 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 Areas 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: