OUR SCHOOL

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

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

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

The school is closely associated with the Defence Forces with 12% of the families employed in Defence.

Tomaree Public School is a member of the Tomaree Learning Community which includes Tomaree High School, Anna Bay, Bobs Farm, Shoal Bay and Soldiers Point Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years. The learning community coordinates a number of initiatives including an annual music festival, local radio promotions, sporting events, middle years projects and well being programs like ‘You Can Do It’ which involve all schools on the peninsula.

PRINCIPAL’S MESSAGE

It is my privilege to write this annual school report as Principal of Tomaree Public School.

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.

Tomaree Public School enjoys the active and dedicated support of our parent community who are involved in canteen, P&C and uniform shop. This year the uniform shop moved into shared space with the High School uniform shop which resulted in parents being well supported to purchase all uniforms at the one location. Parents also contributed through classroom volunteer programs, excursion support, assistance in the library and a number of our sporting events and carnivals. The involvement of parents is always highly valued.

TPS is fortunate to be served by a small but extremely proactive and dedicated group of parents and citizens (P&C) who support the school in a variety of ways to improve educational resources and opportunities for students.
A number of fundraisers were conducted including Easter raffles, lego weekend, mothers and fathers day stalls, discos, Tomaree cook book, canteen proceeds, uniform shop, Olympathon, shopping centre promotion and carols by candlelight.

Members of the P&C actively supported school events such as the Interrelate Program for years 3-6, Kinder orientation, relocation of uniform shop, parent satisfaction survey, website maintenance, book pack forum and the Chaplaincy program.

Funds raised by Parents and Citizens were used to purchase a number of resources:
- Soccer Shirts given to 2011 Soccer Champions
- New sports shirts
- Performing Art shirts
- 2 x Interactive whiteboards and portable whiteboard
- Big books from K-2 classrooms
- Home readers for Kindergarten to year 2
- New classroom reading resources for Kindergarten to year 2
- New hand ball courts

Students at TPS are offered opportunities to participate in a number of programs and initiatives which enhance their learning include gifted and talented, environment programs, Creative Arts, performance in music and dance, Peer Support and student leadership programs. Details of these programs are available on the school website.

Technology is readily available for students as an effective tool to support learning across the curriculum. All permanent classrooms have Interactive Whiteboards, there are 2 video conferencing facilities and demountable classrooms have access to e-beam interactive technology.

Aboriginal Education is integrated into the teaching curriculum and highlighted through the public recognition of significant events like Reconciliation, Sorry Day and NAIDOC week.

Personalised Learning Plans (PLP) are completed for all Aboriginal students with academic, cultural and leadership goals developed and incorporated into classroom programs. PLPs are revised and updated annually.

TPS Aboriginal students were involved with the Aboriginal high school students for health and dental checks. Staff members and the principal attend local Aboriginal Education Consultative Group (AECG) meetings which have continued to build stronger links and effective communication with the local Aboriginal people.

Aboriginal students at TPS were involved in a Bush Tucker Walk, exploring the local native plants in the school environment and discussing their properties with a local Aboriginal elder.

A Yarn Up garden has been constructed to provide a place for students and parents from both the primary and the high school to meet with each other and with staff and is a whole site resource to promote both Aboriginal and environmental education.

The Aboriginal flag is raised everyday and student leaders include anAcknowledgement to Country at every formal assembly.
A Special Education Unit of three Multicategorical classes caters for 21 students with a range of physical and intellectual disabilities. In addition to the unit, students with Special needs are supported in mainstream classes through a number of programs:

- Individual/group assistance to students both in class and in a withdrawal situation through the learning assistance and support teacher.

- 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 over 45 students during the year. The program has been very positive in developing our community relationships.

- Reading Recovery provides high level instruction in reading and writing for year 1 students who did not reach Kindergarten benchmark levels.

- 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 implemented by a Learning Support Officer.

- Support and individualised learning programs for SLSOs support funded students in mainstream classes who have diagnosed disabilities are implemented by learning support officers.

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
Financial summary

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

The school canteen is operated by the P&C and therefore the funds contributed to the school do not appear on the financial statement as income. The canteen pledged $3,000 to the school through the P&C in 2012.

TPS hires the school hall to members of the community and other schools as well as local, state and federal government agencies at times of elections. The income generated is held in trust on behalf of the TEC for improvements, repairs and maintenance to the hall. The hire fees are set in compliance with DEC policies. In 2012 the income from hall hire was $5,020.00.

Tied funds are moneys held for specific purposes. Trust funds are those held on behalf of a third party, ie not belonging to the school. TPS holds funds in trust on behalf of the Local Management Group and the Tomaree Learning Community.

The school accumulated $20,000.00 as provision for additional assets. In 2012 a boom gate was installed as well as Interactive White Boards in permanent classrooms.

Air-conditioning is planned to be installed in the print room in 2013

$45,000 was also allocated in the budget for provision of asset replacement.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Student Enrolment Profile

Enrolments in 2012 increased significantly from 2011. The school increased by one class with an additional Assistant Principal being approved to commence 2013.

Three special education classes cater for students with multiple disabilities including intellectual, physical and autism to a moderate level.
Student Attendance Profile

Our overall school attendance rate for 2012 was 94.4% which remained consistent from 2011 (94.6%). Attendance rates improved in Year 1, Year 2 and Year 3 but decreased in Kindergarten, Year 5 and Year 6. They remained stable in year 4.

The attendance policy is fully implemented with regular monitoring of absences and follow up by classroom teachers, Assistant Principals and Principal. The policy and procedures are provided to parents with reminders in the newsletter of the importance of regular attendance.

The Home School Liaison officer works closely with the principal and staff to support and encourage full attendance of all students.

Class Sizes

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

The table shows our class sizes as reported at the 2012 class size audit conducted on Wednesday, 13th February 2012.

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

Staff establishment

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

There are no Aboriginal employees at the school at present and all staff are qualified at Degree or diploma level.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.6</td>
<td>94.5</td>
<td>96.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>94.2</td>
<td>93.1</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.5</td>
<td>93.9</td>
<td>94.3</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.7</td>
<td>93.7</td>
<td>93.4</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>94.4</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>93.9</td>
<td>94.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>93.8</td>
<td>95.4</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93.6</strong></td>
<td><strong>93.3</strong></td>
<td><strong>94.1</strong></td>
<td><strong>94.6</strong></td>
<td><strong>94.4</strong></td>
</tr>
</tbody>
</table>

<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>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1M</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K/1M</td>
<td>K</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>1H</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1P</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>K</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2G</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>K</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3K</td>
<td>K</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4E</td>
<td>K</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4M</td>
<td>K</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5G</td>
<td>K</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4/5G</td>
<td>K</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5J</td>
<td>K</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6C</td>
<td>K</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>5/6C</td>
<td>K</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>6G</td>
<td>K</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>K</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

<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>14</td>
</tr>
<tr>
<td>Teacher of Multicategorical</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25.62</strong></td>
</tr>
</tbody>
</table>
OUR PERFORMANCE AND DATA

School Context

Tomaree Public School has a population of 445 which includes 23 students in 3 Special Education classes, 3.9% LBOTE, 4.5% Aboriginal and 12% Defence. There is a high mobility rate which is attributed to Defence movement, lifestyle and employment opportunities in a peninsula community. School enrolments fluctuate throughout the year, with a large growth at the end of 2012. Parents have high expectations and are actively involved in the school. The community is supportive of school programs and initiatives and has an active P&C which operates the school canteen and uniform shop through dedicated and committed volunteers.

Achievements

Sport

TPS is committed to supporting the improved fitness of all students through regular physical activity lessons in classes and a structured weekly sport program.

In 2012 our sporting successes included:

- Girls Soccer team reached the top 32 in NSW
- Boys Rugby League reached Round 4
- ‘A’ Girls Soccer team won the Peninsula Schools Gala Carnival
- ‘B’ Girls Soccer won the Plate Competition in the Peninsular Gala Day
- ‘A” Boys Soccer reached the semi finals in the Peninsula Gala Day and missed the finals by a goal difference.
- More than 20 students were selected to represent Port Stephens Zone in Soccer, Touch, Rugby League, Australian Rules, Rugby Union, Swimming, Cross Country and Athletics.
- Jack Burns represented Hunter region at State AFL.

External Competitions

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

During 2012 students in years 5 and 6 participated in the Newcastle Permanent Primary Mathematics competition. Students in year 3-6 were also offered opportunities to compete in the International competitions and assessments for schools in English, Mathematics, Spelling, and Science through the University of NSW.

Our achievements include

<table>
<thead>
<tr>
<th>Competition</th>
<th>Total parti-</th>
<th>Credit</th>
<th>Distinction</th>
<th>High dis-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle Permanent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics YR5 YR6</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>University of NSW Maths YR</td>
<td>27</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
National Assessment Program Literacy and Numeracy (NAPLAN)

In the National Assessment Program (NAPLAN) performance of students across, Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest).

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

OUR PROGRESS ON TARGETS 2012 -2014

2012 was the first year of implementation of the three year strategic plan (2012-2014). At the conclusion of 2012 as part of the self evaluation process, a need to separate one of the priority areas into two areas was identified and therefore targets were adjusted accordingly. The Student Welfare and Engagement Priority became Learning Support and Engagement and Student Welfare. This change reflected the complex nature of the learning support needs of the school as a result of the introduction of Every Student, Every School Initiative. The iterated strategic plan is provided in this report on page 16.

The successes reported here as progress on targets indicate the progress made in the first twelve months of implementation of the original three year strategic plan developed at the end of 2011. Therefore, it represents the four priority areas of Literacy, Numeracy, ICT and Student Welfare and Engagement.

Priority One: Literacy

Targets

- Increase the proportion of students in year 3 and 5 who achieve at minimum standard or higher in NAPLAN for all aspects of literacy.
- By 2014, the percentage of students in the top 2 bands of NAPLAN will equal or better the state average in all aspects of literacy.
- 75% of students will achieve appropriate stage outcomes or higher according to school data by the end of 2012.
- All students will be placed on the K-6 Literacy continuum with learning differentiated to accommodate student needs.

Our achievements include:

The percentage of year 3 students achieving minimum standard or higher increased from 90.7% in 2011 to 93.0% in 2012 for writing and from 85.2% in 2011 to 87.7% in 2012 for grammar and punctuation. This includes the exempted students.
The percentage of year 5 students achieving minimum standard or higher increased from 87.5% in 2011 to 92.6% in 2012 for writing, from 89.1% in 2011 to 92.6% in 2012 for spelling and from 81.3% in 2011 to 81.5% in 2012 for grammar and punctuation. This includes the exempted students.

In NAPLAN, the percentage of our year 5 students who achieved the second top band in Spelling (22.6%) was close to the state average of 24.5%) and the percentage of year 5 students who achieved the second top band in Reading (22.6%) was higher than the state average of 21.5% for that band.

School based reporting data shows that at least 86% achieved stage outcomes or higher in every grade for Talking and Listening, more than 75% of students achieved stage outcomes or higher for Writing in years 2, 5 and 6 and more than 75% of students achieved stage outcomes or higher for Reading in years 1, 2, 5 and 6.

All K-2 students were placed on the literacy continuum with groups being formed according to clusters.

There was some evidence of differentiation in K-2 teaching programs catering for students with individual needs.

**Priority Two: Numeracy**

**Targets**

- Increase the proportion of Year 3 and 5 students in our school above the national minimum standard for numeracy
- Increase the proportion of year 3 and 5 students in the top two performance bands for numeracy.
- 75% of students will achieve appropriate stage outcomes or higher according to school data by the end of 2012.
- All students will be placed on the K-6 numeracy continuum with learning differentiated accordingly.

**Our achievements include:**

Percentage of year 3 students achieving above the minimum standard remained constant at 91.1% (including the exempted students), while the national percentage above minimum standard decreased from 95.6% to 93.9%.

Percentage of year 5 students achieving above the minimum standard increased from 89.1% to 94.4% (including the exempted students), while the national percentage above the minimum standard decreased from 94.4% to 93.4%.

School based reporting data shows that in **year 1**, more than 75% of students achieved stage outcomes or higher in the Number, Measurement and Data and working mathematically strands. In **year 2**, more than 80% of students achieved stage outcomes or higher in the Number, Patterns & Algebra, Measurement & Data and working mathematically strands. In **year 3**, more than 75% of students achieved stage outcomes or higher in all strands of Mathematics. In **year 4**, slightly more than 75% of students achieved stage outcomes in the Patterns & Algebra and Space & Geometry strands. In **year 5**, more than 75% of students achieved stage outcomes or higher in the Number and Space & Geometry strands. In **year 6**, more than 80% of students achieved stage outcomes or higher in all strands of Mathematics.
All students in K-2 have been placed on the numeracy continuum and progress is tracked according to the clusters.

13 of the 17 mainstream class teachers indicated that they differentiate learning activities for students in numeracy through grouping or individual education plans.

Learning needs of a small group of stage 2 and 3 students were catered for through programs developed and implemented by the Learning Assistance teacher.

**Priority Three: Information Communication Technology**

**Targets**

- Develop and implement a K-6 continuum for ICT in all teaching programs
- Increase the use of ICT and its applications to engage students in becoming active learners.
- Highlight the use of ICT to the community to increase their awareness of ICT in education.

**Our achievements include:**

A K-6 continuum for ICT was developed and presented to staff for trial in 2013.

Six additional interactive whiteboards installed in classrooms and students engaged in learning activities using the technology increased.

School website being accessed more often as evidenced by number of “hits”

Number of parents receiving weekly newsletter by email link increased from 2011.

Approximately one third of teachers show inclusion of technology in classroom learning experiences.

**Priority Four: Student Welfare and Engagement**

**Targets**

- Evidence in all teaching/learning programs and practices of a differentiated curriculum and provision of activities catering for different learning styles.
- Co-ordinated and formalised plan to employ support staff in positions to meet student needs most effectively.
- All school support teachers work in collaboration with classroom teachers both in the classroom and playground environments for 90% of their timetabled time.

**Our achievements include:**

Individual education plans were developed, implemented and included in class programs for students in Out of Home Care, Aboriginal students, special needs students and some students with funding support.
Staff participated in professional learning regarding differentiation of learning to cater for special needs and different learning styles and making accommodations and adjustments in teaching programs.

Timetables for school learning support officers were developed to ensure that student needs were met most effectively in classroom and playground programs.

The Learning and Assistance Teacher worked in classrooms with teachers for the majority of time allocated.

**KEY EVALUATIONS**

It is a requirement for all NSW public schools to conduct at least two annual evaluations of aspects of educational management practice and curriculum.

In 2012, the key evaluations focussed on the award processes and school assemblies (Student Welfare in PD,H,PE curriculum) and the management aspect of Student Learning.

**School Awards & Assemblies**

**Background**

The evaluation involved students, staff and parents who contributed feedback through a variety of processes. A review of the current welfare policy was conducted with staff and parents through discussion forums and interview, Langford tools were used to gather ideas from staff, parents participated in the annual survey and students in years 1,3 and 5 were surveyed and interviewed.

**Findings and Conclusions**

97% of parents indicate that the weekly merit cards are highly valued by their children and the children agree that these awards are most important. Staff believe the weekly awards are important for recognition of student achievement.

The second and third levels of certificates are also valued by 92% of parents, 95% of students and all teachers.

You Can Do It awards are valued by parents and the younger students in K-3. Students in 3-6 are less motivated by these wards. Staff indicate that intrinsic reward is more relevant for the You Can Do It program but they would continue to support an extrinsic reward system in 2013.

Teachers indicate that certificates of participation for external competitions should be presented in class with credit and higher achievement being presented at assemblies. 54% of parents agree or mostly agree that the participation awards should be presented in class. Students indicate that all certificates should be presented at assembly.

55% of parents indicated that alternating the weekly assemblies between K-2 and 3-6 with whole school assemblies held 2 or 3 times per term for special occasions would be desirable.
Future Directions

Continue the current award structures to recognise student achievement as described in the welfare policy.

Review and modify the You Can Do It awards with input from the student representative council.

Reorganise weekly assemblies into separate K-2, 3-6 and occasional K-6 structures.

Investigate further the presentation of awards for external competitions.

Student Learning

Background

Students in years 1, 3 and 5 were involved in discussions and surveyed regarding their level of engagement in learning and their attitude to lessons and school. Parents were surveyed and interviewed by P&C to gather their feedback.

Findings and Conclusions

100% of parents indicate that their children have access to good equipment to support learning. Students agree that the school has excellent resources to help them learn.

All parents believe that the classrooms are interesting learning environments and that teachers provide a balance of independent and group activities.

Most parents indicate that their children revisit work samples to track improvement and 83% indicate that teachers regularly discuss their child’s progress.

Almost all students in years 1, 3, and 5 enjoy group learning activities in the classroom.

Students in year 5 indicate that they continually try new and different activities.

Future Directions

Investigate programs which increase the utilisation of technology to support current curriculum needs and ensure content is relevant and engaging.

Involve students in self evaluation of learning tasks and peer assessment to connect their work sample to the criteria of the task.

Organise information sessions for parents regarding assessment tasks, work samples and the marking criteria or rubrics which determine achievement levels.

Increase the focus on program differentiation to engage all students in their learning and improve relevance and accessibility to learning opportunities.
Parent, Student and Teacher Satisfaction

Opinions of the school were obtained from staff, students and parents through interviews, surveys, group discussions and the Langford tools to determine levels of satisfaction with Tomaree Public School. Overall, the school is considered to provide a safe, positive learning environment for students where they are offered a variety of opportunities across a range of academic, social and sporting areas.

Parents:

- are generally happy with the level of facilities and the school environment although a number expressed a need for the canteen to have more volunteers and open each day
- believe that the school provides quality learning experiences and extra curricula opportunities for their children which result in a balanced education
- identified a need for air-conditioning in all classrooms
- identified the parking concerns around the school site as the numbers increase
- would like to be more informed about the proactive anti bullying programs in the school
- are impressed with our student leadership opportunities and the role of the school student executive
- are supportive of our positive rewards programs which encourage appropriate social behaviour and adherence to school values and the You Can Do It program

Teachers:

- identified the need to provide uninterrupted learning time for the key learning areas of literacy and numeracy
- agree that the school has a positive, collaborative culture that supports improved student learning and achievement of outcomes
- believe that the introduction of iPads into classrooms will be important in the future as a teaching and learning tool
- remain committed to the school excursion program to support enrichment and experiences beyond the classroom and support curriculum content
- reinforced the need for continued professional learning for teachers to effectively embed the use of technology into classroom practice

Students:

- identified sport, art and music programs, canteen facilities and playground activities as the best aspects about the school
- believe that the teachers really care about and encourage students to give their best
- agree that the school offers a wide variety of opportunities to participate in community events
- would like the canteen to open everyday
- indicate that they would benefit from more computers available for learning
- identified a need for more playground spaces with a senior area
PROFESSIONAL LEARNING

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

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

All staff updated their training in emergency care, CPR, anaphylaxis, asthma and diabetes. Staff also renewed their training in Non-violent Crisis Intervention (NCI) including the level 2 training for the response team.

K-2 teachers participated in workshops and training to support Best Start and implementation of the learning continuum.

Individual teachers and support staff attended training in the areas of autism, welfare, behaviour management, reading comprehension, gifted and talented and technology. A number of teachers attended preliminary workshops for the implementation of the NSW syllabus for the Australian Curriculum in English and Mathematics.

Most teaching staff engaged in school based workshops to develop and improve skills and knowledge of interactive technology and the teaching of writing.
OUR SCHOOL PLANS 2012-2014

The school’s 3 year strategic plan has been developed by the leadership team and is the result of consultation with all staff and parent representatives.

In 2012, there were four identified priority areas of the strategic plan - Literacy, Numeracy, Information Communication Technology and Student Welfare and Engagement. Each school executive leads a team of staff to develop, implement, monitor and evaluate the plan for one school priority area. Progress towards achievement of targets will be tracked regularly and plans will be reviewed and adjusted to reflect feedback.

At the end of 2012 it was decided to create a fifth priority area by separating student welfare from learning support and engagement. Targets have also been adjusted for all areas of the plan.

Quality Teaching

Literacy

Targets

- By the end of 2014, 75% of all students will achieve stage appropriate outcomes or higher according to school data.
- In 2014, 65% of Year 3 students will achieve Band 4 or higher in NAPLAN and 58% of Year 5 students will achieve band 6 or higher in Reading.
- In 2014, the percentage of Year 3 and Year 5 students in the top two bands of NAPLAN will equal or better the state average in Writing.
- All K-2 students will be placed on the Literacy continuum with learning activities differentiated accordingly and years 3-6 staff will incorporate the Literacy continuum in programming for all aspects of English.
- All staff will be trained in the NSW syllabus for the Australian Curriculum in English in readiness for implementation in 2014.

Strategies towards the achievement of the targets include:

- Provide professional learning on the K-6 continuum and ongoing support for implementation, including programming.
- Extend tracking of students on the continuum across K-6
- Extend explicit teaching of the Super Six Comprehension strategies across K-6
- Continue to support the Tomaree Learning Community Writing Initiative
- Provide support to identified students with specific literacy needs
- Investigate providing consistency across stages in specific aspects of literacy – eg. Spelling
- Raise the profile of literacy across the school by having more emphasis placed on special events like Book week, Spelling Bee
- Facilitate sharing of good practice in the teaching of writing and provide opportunities for moderation of work samples to ensure consistency of teacher judgement (CTJ).
- Prepare teachers for the implementation of the NSW syllabus related to the Australian Curriculum.
Our success will be measured by:

- Increased proportion of lower performing students in Years 3 and 5 meeting minimum standards in Literacy
- Increased proportion of higher performing students in Years 3 and 5 achieving upper 2 bands in NAPLAN Literacy testing
- Evidence of increased percentage of students achieving stage appropriate outcomes or higher according to school data
- Every child will be placed on the continuum and this information passed on every year.
- Australian Curriculum being used for planning, programming, assessing and reporting in English by all teachers.

Numeracy

Targets

- Increase the average percentage of Yr 3 and Yr 5 students in the top two performance bands for numeracy from 20.47% in year 3 to 21.47% and from 20.5% in year 5 to 21.5%
- 80% of the school population will achieve appropriate stage outcomes or higher according to school data by the end of 2014.
- All students in K-2 will be placed on the numeracy continuum with learning activities differentiated accordingly and staff in Years 3-6 will incorporate the numeracy continuum in programming for all aspects of Mathematics.

Strategies towards the achievement of the targets:

- facilitate sharing appropriate practice in the teaching of numeracy, particularly Consistency of Teacher Judgement (CTJ)
- ensure teachers have access to appropriate training to enable them to meet the needs of all of their students in numeracy development
- prepare teachers for the implementation of the new syllabus related to the Australian Curriculum
- develop an individual numeracy plan for all students identified as achieving at or below minimum national standard
- implement tracking of students’ numeracy progress on the K-6 numeracy continuum in Stage 2 initially, then in Stage 3, as a flow on from Best start tracking in earlier stages
- investigate intervention programs such as ‘Taking Off With Numeracy’ and ‘Quick Smart’ to suitability for students at our school

Our success will be measured by:

- increased proportion of lowest performing students in Years 3 and 5 meeting minimum national numeracy standards in NAPLAN
- increased proportion of higher performing students in Years 3 and 5 achieving in upper 2 bands in NAPLAN testing for numeracy
- tracking strategies for numeracy (E.g. Best Start and Mathematics continuum) used extensively by all ES1, S1, S2 & S3 teachers
• development and implementation of quality assessment tasks and effective diagnostic tools for numeracy
• increased engagement of students in numeracy lessons
• increased proportion of students achieving stage outcomes in semester reports

Targets

• All staff will monitor and track some aspects of student progress and achievement electronically and incorporate ICT into assessment tasks.
• The percentage of staff who consider themselves confident and competent with ICT and its potential for assisting in meeting learning outcomes improves from 30% to 60%.
• All classes will develop and maintain a class page on the school website that is updated at least once a term
• 95% of students begin to use ICT to present work examples and presentations across KLA’s at their stage appropriate level.

Strategies towards the achievement of the targets include:

• provide professional learning on the K-6 ICT continuum and ongoing support for implementation, including programming, learning styles and differentiated curriculum
• review ICT policy involving whole school continuum
• support students to achieve relevant stage outcomes for ICT through the use of continuum and providing increased opportunities for students to access ICT
• incorporate ICT into assessment tasks
• provide ICT learning opportunities for students to engage and encourage them to become active earners and demonstrate, exhibit and communicate their learning
• use ICT to support student learning in key learning areas by linking to existing school initiatives. Eg. blogs
• create teaching/learning programs that include ICT skills and resources where appropriate and beneficial to student learning
• ICT to be used to support different learning styles and meet the needs of all learners in the school
• Ensure timetabling and use of RFF program and cooperative planning time are effective and equitable to facilitate access to ICT
• Provide in-school time for professional learning, collegial sharing, curriculum planning and teacher experimentation
• Provide opportunities to display ICT learning
• Staff use ICT to inform parents on school events, school business and learning experiences
• Communicate school business using TPS website

Our success will be measured by:

• Revised ICT policy is implemented in whole school
• Mapping staff progress on DEC ICT framework
• Mapping student progress on K-6 ICT continuum
Students have equity in access to ICT tools
Students use ICT in assessment tasks across all KLAs to demonstrate and display learning
Evidence of differentiated programs in ICT determined by stage leaders
Improved utilisation of school website as communication channel for school business with positive feedback and increased visits to the website
Showcase ICT learning experiences e.g. short film festival
ICT is used to inform parents/community of school events, school business and learning experiences on a regular basis

Targets

- Increase the profile of student executive to ensure that at least 60% of Stage 2 and 3 students can name four or more leaders.
- 95% of students enjoy school life at Tomaree Public School.
- By the end of 2014, planning room referrals reduce by 5% from 672 to less than 638.

Strategies towards the achievement of these targets include:

- Professional learning opportunities are provided to all staff on a range of appropriate topics relevant to student welfare and engagement
- Increase the leadership opportunities available to senior students
- Ensure resources are identified, promoted and available to all
- Regular times made available at staff meetings for sharing of resources and strategies
- Encourage sharing of expertise on appropriate student welfare and engagement topics
- Coordinate and monitor the existing student welfare programs to ensure their continued success
- Increase staff awareness of support structures. staff and programs available to ensure student wellbeing
- Provide opportunities for students to participate in ‘Resourceful Adolescent’s Program’ and ‘Rock and Water
- Initiate 007 Student Leadership Program
- Promotion and increased visibility of school values in the school community

Our success will be measured by:

- Increase in teacher involvement and attendance in student welfare and engagement professional learning
- Regular sharing at staff meetings of resources and strategies
- Increase in staff using a variety of support to scaffold and build their capacity to cater for students with a variety of individual needs
- Student Executive known to student body and visible in activities
- 007 Student Leadership Program implemented with Year 6
- School Parliament commenced and operating effectively
- Peer Support operating across the whole school
- Positive feedback on school welfare, culture and programs documented
Targets

- By the end of 2014 all teachers will have evidence of curriculum differentiation in teaching and learning programs and practices reflecting student diversity and different learning styles.
- By 2014 a comprehensive register of all students with additional learning needs and relevant learning and behaviour plans will be incorporated within all classroom programs and practices.
- By 2014 a coordinated and formalised support plan for students with additional needs will be fully implemented. Support staff will work in collaboration with classroom teachers for 90% of their allocated time.

Strategies towards the achievement of the targets:

- Professional learning opportunities are provided to all staff on a range of appropriate topics relevant to student welfare and engagement
- Facilitate sharing of good practice in curriculum differentiation and catering for different learning styles through regular time in staff meetings
- Ensure resources are identified, promoted and available to all through time in staff meetings
- Provide support for classroom teachers who need assistance in curriculum differentiation
- Encourage sharing of expertise on appropriate student welfare and engagement topics
- Ensure effective management of support staff to build capacity within teachers to cater for the individual needs of students
- Provide appropriate support to students to ensure their wellbeing
- Provide relevant feedback to teachers to ensure monitoring of students with needs and the continuation and modification of their support programs
- Coordinate and monitor the existing student welfare programs to ensure their continued success
- Increase staff awareness of support structures. staff and programs available to ensure student wellbeing
- Refine the system of tracking and recording OOHC and Aboriginal students requiring IEPs

Our success will be measured by:

- Evidence of curriculum differentiation in class programs and in classrooms
- Increase in teacher involvement and attendance in student welfare and engagement professional learning
- Collaborative programming and use of resources
- An integrated model is used by support personnel
- Increase in staff using a variety of support to scaffold and build their capacity to cater for students with a variety of individual needs
- Learning Support Team provides quality feedback to teachers and appropriate support to students
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.

Principal: Annette Thomson
Assistant Principal: Ben Cornish
Brian Egan
Michele Pearson
Michele Walmsley

P & C Representatives: Fiona Lock
Elizabeth Stokes

School contact information
Tomaree Public School
PO Box 710
NELSON BAY NSW 2315
Ph: 49811 444
Fax: 49841 524

Email: tomaree-p.school@det.nsw.edu.au
Web: www.tomaree-p.schools.nsw.edu.au
School Code: 2723

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: