2010 Annual School Report
Tahmoor Public School

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

Tahmoor Public School was established in 1928 and is situated on the southern end of a growing semi rural town at the foot of the Southern Highlands. The combination of modern and original buildings is surrounded by an expansive playground and award winning gardens. A computer lab, an Opportunity Class (OC), a well equipped library with connected classroom facilities and newly refurbished classrooms all with interactive whiteboards are important features of the school. The original teacher’s residence has been converted into a small Teacher’s Centre which is used as a venue for professional development by teachers and community groups from all over the district. At Tahmoor Public School we provide a secure, caring environment where staff and parents work co-operatively together to develop the full potential of every child.

Students

Our school currently has 343 students, 11% of whom are of Aboriginal heritage and 3% are of language backgrounds other than English.

Staff

The Principal is assisted by three Assistant Principals all of whom also have a full time teaching load. There are sixteen class teachers, with two classes having two teachers in job sharing arrangements. Our class teachers are supported by a librarian, Reading Recovery teacher and a Support Teacher Learning Assistance. All teaching staff meet the professional requirements for teaching in NSW public schools. Our school is also fortunate to have the support of two full time office staff members, a number of part time office staff and teacher’s aides and two general assistants.

Significant programs and initiatives

Many programs have been modified and developed to ensure that we are addressing the individual needs of our students whilst at the same time continuing to challenge them to achieve their personal best.

Some key initiatives were:

- Interactive Whiteboard expansion.
- Transition to school program.
- Learning Support Program
- Kidsmatter and Bounce Back Program.
- Meta-cognition and writing program based on Lane Clark.

Student achievement in 2010

Literacy – NAPLAN Year 3

In Reading 88% of our students achieved at or above minimum standard, with 39% of students scoring in the top three bands. In Writing 93% achieved at or above minimum standard with 51% scoring in the top three bands In Spelling 73% of students achieved at or above the minimum standard with just over half of students falling into Bands 3 and 4. In Punctuation and Grammar 76% achieved at or above minimum standard with the largest number of students achieving Band 3.

Numeracy – NAPLAN Year 3

83% of students achieved at or above minimum standard. The majority of students attained Bands 2 (29.3%) and 3 (26.8%) while 26.8% of students achieved in the top three bands.

Literacy – NAPLAN Year 5

In Reading 88% of our students achieved at or above minimum standard. The majority of students gained Band 5 (28.8%) and 51% of our students achieved the top three bands. The average progress in Reading from 2008 – 2010 was 103.1 points as compared to the state average of 83.4 points. In Writing the majority of students gained Band 5 (31.7%) and the average progress from 2008 – 2010 was 77.9 points compared to the state average of 66.8 points. 90% of students achieved at or above minimum standard. In Punctuation and Grammar 87% were at or above minimum standard with 55% scoring in the top three bands and matching the state average progress at 95 points. In Spelling 85% of our students were at or above the minimum standard with 45% scoring in the top three bands.
Numeracy – NAPLAN Year 5

98% of students achieved above minimum standard with the state average of students above minimum standard being 94%. Forty-three per cent of our students achieved in the top three bands.

Messages

Principal’s message

This year has been another busy and successful year for all of the Tahmoor Public School community. We strive to ensure our students become lifelong learners. Our experienced staff is committed to providing a comprehensive, balanced and stimulating curriculum. Our emphasis is ensuring our students become independent learners in Reading, Writing and Mathematics whilst ensuring a balance is maintained with other curriculum areas. Our school has enjoyed outstanding success in 2010. Our students strive to achieve their personal best and we explore new and exciting ways to meet student needs and to provide opportunities for our children to experience a variety of learning strategies, programs and initiatives that enhance their learning and the climate of the school. In commending our students for their efforts, achievements and good will, we recognise the dedication and hard work of staff and community members.

In the three years here as Principal we have witnessed many changes and a legacy of school initiatives have been left to ensure Tahmoor is a 21st century learning environment. Not only have there been the physical changes within the school but improved pedagogy and student engagement have been achieved in all classrooms.

2011 will see Tahmoor Public School join the National Partnership initiative and as part of this program Tahmoor will have a Highly Accomplished Teacher position to assist in all classrooms and with teacher “best practice”.

Our BER work is all but complete. All 14 rooms have been refurbished, our extension to the hall is completed with the first official function being the 2010 Presentation Assembly. The school fence has enabled full security, the car park has been doubled in size and the solar power panels now enable power to be returned to the grid.

Tahmoor also had the amazing experience of a small Principal’s Exchange with Canada this year. In early Term 3 we welcomed Mrs Jane McCarter from Pineview PS in Toronto to our school for 2 weeks. The mutual experience was just amazing and our children showcased Australia beautifully. I also had the joy of travelling to Toronto in the October holidays.

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.

Phil Harris

P & C message

The Tahmoor Public School Parents and Citizens Association is a group of active and interested parents of students at Tahmoor Public School.

Following the Annual General Meeting that was held in December 2009, a new P&C Committee was elected for 2010. Throughout the year the P&C, under the leadership of the new committee, worked hard to promote our school. Each month during the school term we meet in the staff room to discuss issues relevant to our children and our school and its learning programs from Principal and staff. These meetings are advertised in the fortnightly newsletter, as are all activities run by the P&C.

This year our fundraising activities to support all the children at our school have included the following activities.

- The sale of Spring bulbs for the garden
- Mother’s Day and Father’s Day stalls for the children
- An Easter Egg Raffle
- Operating a canteen facility at a number of district sporting carnivals and gala days
• Numerous sausage sizzles including two outside Narellan Bunning’s and one on the Federal Election Day

• Family photos at Mowbray Park

• The sale of magnetic ‘Note Totes’

• The sale of ‘Back to School Packs’

• A Christmas Stall for the children

All the money raised from our fundraising ventures has gone back to the school to improve facilities and to purchase much needed equipment for all students.

The P&C runs the uniform shop three days a week. Our uniform shop is run by volunteers and we are grateful for the large amount of time and effort these ladies put into this to enable our children to look great in their uniforms.

The P&C is also responsible for the successful running of our parent volunteers who assist our canteen manager.

Throughout the year the P&C has worked together co-operatively with the support of our principal and our teachers. Many thanks to the parents who have given up their time to help out with our funding raising ventures or who have supported these events, our school and students.

Megan Mollison
P&C President

Student representative’s message

The election of the student leadership team was an exciting time and resulted in us being elected as our school’s captains and vice captains and presented with our badges at the 2009 Annual Presentation Ceremony. Having this role also meant that we were the Prime Ministers and Deputy Prime Ministers in our school parliament.

One of our first tasks in our new roles was to attend a leadership conference at the Sydney Entertainment Centre with Mr Harris. This was an interesting and fun day where we learnt some leadership skills.

As captains and vice captains we had a number of responsibilities and were involved in a variety of organisational tasks to assist the teachers in the smooth running of our school. We have welcomed and thanked visitors to our school, welcomed and escorted new students around our school and assisted the teachers with a variety of tasks. Each fortnight we were responsible for the setting up and efficient running of our whole school assemblies as well as gathering information for our school’s fortnightly newsletter. Throughout the year we also assisted our school’s administration staff by doing small, helpful chores. As with all the other Stage 3 students, we have also helped with a number of duties to ensure our canteen lines and playground activities ran smoothly. During Term 4 we assisted with Kindergarten Orientation, welcoming the 2011 Kindergarten children and their parents, chairing the Parent Presentation Meeting and assisting the Kindergarten teachers with the activities they had prepared for the pre-schoolers.

As Prime Ministers and Deputy Prime Ministers, we had responsibilities to the students in our school, but we also had a number of rights or privileges. During Parliament sittings we sat at the top of the Front Bench and enjoyed the many ways we were able to contribute our ideas to Parliament debates. During 2010 our Parliament was very active and many ideas from our constituency groups were raised and debated and as a result we implemented a number of fun initiatives for the younger students in our school. These included a handball competition, an art competition, the book week parade, a funny photo display, supporter’s day and of course our annual parliament run mini-fete Zonka Day.

2010 was a busy and fun time for us and a great way for us to end our primary school careers. We wish the 2011 captains and vice captains all the best for their new roles.
Jarrod Reedie and Brooke Baxter (Captains) and Elizabeth Clarke and Chris Ive (Vice Captains)

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>197</td>
<td>191</td>
</tr>
<tr>
<td>2007</td>
<td>195</td>
<td>160</td>
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<tr>
<td>2008</td>
<td>182</td>
<td>158</td>
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<tr>
<td>2009</td>
<td>181</td>
<td>157</td>
</tr>
<tr>
<td>2010</td>
<td>192</td>
<td>155</td>
</tr>
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</table>

Enrolments have stabilized over the last 3 years. The school received quite a number of requests for ‘out of area’ applications to enroll.

Student attendance profile

<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>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>2</td>
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<td>5</td>
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<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2RM</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3/4SN</td>
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<td>30</td>
</tr>
<tr>
<td>3/4SN</td>
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<td>30</td>
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<tr>
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</tr>
<tr>
<td>5/6A</td>
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<tr>
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<tr>
<td>5/6C</td>
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<td>30</td>
</tr>
<tr>
<td>5/6G</td>
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</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>9</td>
<td>29</td>
</tr>
</tbody>
</table>

Management of non-attendance

A computerised attendance and roll marking system is in operation which enables classroom teachers to regularly monitor student attendance. Students with poor attendance or unexplained absences are referred to the school’s Learning Support Team. Where attendance continues to be of concern the case is referred to the DET’s Home-School Liaison Officer for further support or action under DET policy and legal requirements. Parents are urged to notify the school as soon as possible when absences occur. The school also sends home letters on a fortnightly basis to have absences explained.

Class sizes

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

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Roll</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
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<tr>
<td>KG</td>
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</tr>
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<td>21</td>
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</tr>
<tr>
<td>1M</td>
<td>1</td>
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</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>23</td>
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</tr>
<tr>
<td>2RM</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4L</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3/4SN</td>
<td>3</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>3/4SN</td>
<td>4</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6A</td>
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<tr>
<td>5/6A</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>9</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 classes were organised along stage groupings. Early Stage 1 refers to Kindergarten, Stage 1 refers to Years 1 and 2, Stage 2 refers to Years 3 and 4, and: Stage 3 refers to Years 5 and 6. All stage classes were organised with a balance...
of gender and academic ability where possible. We had 14 classes including an OC class. It is envisaged that in 2011 we will again have 14 classes.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</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>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.5</strong></td>
</tr>
</tbody>
</table>

There are no members of staff who identify as having Aboriginal heritage.

**Staff retention**

We welcomed Mrs Therese Sheehan to our school as Assistant Principal and Mrs Reedie, Mrs Statham and Mrs Marden as new teaching staff in 2010. Mrs Aspinall relinquished her position at Tahmoor Public School.

**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>100%</td>
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<tr>
<td>Postgraduate</td>
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</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>107394.47</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>478187.90</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>26142.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>43458.83</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29385.95</td>
</tr>
<tr>
<td>Library</td>
<td>10000.00</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>32863.81</td>
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<tr>
<td>Administration &amp; office</td>
<td>48204.64</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
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</tr>
<tr>
<td>Maintenance</td>
<td>9761.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10891.84</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1897.99</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>346841.67</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>131346.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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.

**School performance 2010**

**Achievements**

**Arts**

During 2010 Tahmoor Public School students were provided with many opportunities to enhance their skills in the area of Creative and Practical Arts.

Twenty four students from K-6 enrolled in the Music Bus program. Lessons ran on Monday mornings and Monday afternoons out of school time.

Forty Kindergarten students performed at Picton High School for the Wollondilly Performing Arts.
Festival. They sang two songs and gave a wonderfully crowd pleasing performance.

Thirty students from years 3-6 took up the opportunity to be part of a lunch time drama group. This group performed at the end of year presentation assembly.

Students from K-6 submitted art work for the Wollondilly Council’s Reconciliation Exhibition with many of the works being chosen for display in the exhibition.

Our school’s K-2 students all participated in their annual end of year concert. This year’s play was written by one of our teaching staff about Santa’s sleigh crashing in the Australian outback.

The school’s art gallery in the administration block exhibited original artworks by many students this year. After the completion of the BER work in the school’s office area, these frames were placed in classroom wet areas so that all students could appreciate the art works.

**Sport**

Sport continues to be an area which is well supported and encouraged by our school. A wide range of opportunities are available to our students, both competitive and recreational. Fair play, teamwork and sportsmanship are principles we strongly encourage and promote.

Students in Year 3-6 are provided with opportunities to participate in Zone Gala Days in Soccer, Netball, Hockey, Cricket and Oz Tag. Several of our teams were crowned premiers or runners up in their division. Our AFL team was invited to participate in the Regional Finals and our boys and girls teams were competitive in their Milo Cup competitions. Our Rugby League team progressed to the 3rd round of the State Knockout and performed well in other competitions throughout the year.

A team of 30 swimmers represented Tahmoor Public School at the Razorback Swimming Carnival. One student then went on to represent Razorback and compete at the Regional Carnival.

A team of 30 students represented Tahmoor at the Razorback Cross Carnival. Unfortunately we did not have any students gain higher representative honours.

A team of 35 students represented Tahmoor at the Razorback Athletics Carnival. Several students were placed in the top 8 in finals. Two students gained selection onto the Razorback team for the Regional Carnival with one of these students going on to represent Sydney South West at the State Carnival.

Seven students were selected to represent Razorback Zone in Basketball, Hockey, AFL, Soccer and Netball. Two of these students gained selection into their respective Sydney South West team for their State Carnivals.

Sixty students from Stages 1, 2 and 3 participated in the School Swimming Scheme program. Thirty Stage 3 students participated in an extensive 5 week cricket skills program offered by Cricket NSW, whilst 30 Stage 2 students participated in an extensive 8 week AFL program conducted by NSW/ACT AFL. K-2 students participated in 30 minute cricket skill sessions run by Cricket NSW. 90% of the school population was involved in a weekly gymnastic skills program throughout Term 3. Students in Stage 2 and 3 participated in the third instalment of the Premier’s Sporting Challenge in which Tahmoor was awarded a Silver medal for their overall participation.

Throughout the year, sport was conducted as a class based program designed to allow continual skill development across a variety of sport.

**Gifted and Talented Programs**

Tahmoor Public School has an OC (Opportunity Class) for gifted and talented students. Children from surrounding areas sit a test to gain selection into this class. In 2010 seven of the fifteen students selected to enter the class as Grade 5 students were from Tahmoor Public School.

In 2010 our school entered the Multicultural Public Speaking Competition and the Campbelltown Oracy Competition. This was to
provide our talented speakers with more opportunities. Four speakers were chosen to represent our school in each of these competitions. One of our pupils won both of the senior competitions, quite a unique feat. He then went on to win the Sydney South West Final and represent our school at the State Final, producing possibly Tahmoor’s best results ever.

Our pupils also attended two gifted and talented days in the region. A group of 10 boys participated in the East Hills Boys High School Mind Marathon. The students were required to complete tasks and answer questions in a variety of areas such as Mathematics, Vocabulary, Engineering and Science and Design.

A team of five pupils also attended Elderslie Public School to take part in a program involving Mathematics, Spelling, Debating and General Knowledge.

National Competitions
This year 52 children sat the University of NSW external competitions, maintaining the high number of students who participate in this opportunity. The majority of those were from Year 5 and 6. Our results were excellent, with 58% of the children receiving a Credit or Distinction in one or more of the competitions. This was an increase of 25% in the number of children who received these awards compared with 2009. Especially pleasing was a 60% increase in the number of Distinctions across the various subjects with the area of writing standing out with 7 Distinctions. In the areas of Mathematics, English, Writing and Science and Computers our scores were above the state average, in some cases significantly, especially in Years 5 and 6. A breakdown of the Certificate of Merit results follows.

English – 3 Distinctions, 10 Credits
Mathematics – 4 Distinctions, 8 Credits
Science – 4 Distinctions, 8 Credits
Writing – 7 Distinctions, 5 Credits
Spelling – 2 Distinctions, 5 Credits
Computer – 2 Distinctions, 10 Credits

Parliament
All Stage 3 students are actively involved in contributing to our school through our Tahmoor Public School Parliament. Students visit constituents (the younger students in our school), debate agenda items raised by their constituents in Parliament sittings, and work in committees to bring ideas to fruition. Our Parliament’s aim is to make Tahmoor PS an even better place.

Elections for our Front Bench positions took place during the final weeks of 2009 and elected Front Bench members were presented with their badges by our local Federal Member of Parliament, Mr Alby Schultz at the Parliament induction in March. Student leaders from Picton High School also spoke to our elected Front Bench Members to encourage them as well as all our Stage 3 students to be active members of our school community.

Throughout the year, Parliament passed and worked productively on a number of initiatives. These included an art competition, a funny photo competition and a handball competition, assisting our librarian to organize the Book Week Parade, raising money for charity by organizing a supporter’s day and running a mini-fete for the younger students in our school. Plans for further activities were also made and are ready to be carried out early in 2011.

The Front Bench members also undertook assigned roles to take responsibility for auditing electricity use, assessing the safety of the playground, assisting with the organization of school sporting carnivals, organizing playground activities for younger students during lunchtimes and raising funds for the Year 6 Farewell.

Our school Parliament is also responsible for the activities of our Environment Club, where students regularly plant trees, sell vegetables from our school garden, tidy and help to maintain our gardens and grounds.

Library
The school library is an essential resource within our school which provides staff with resources to teach the curriculum and students with resources for individual learning and recreational reading. Highlights of the Library this year have been:

- All children access the Library for a minimum 40 minute session, focusing on
borrowing, the information process and appreciation of literature.

- Classes have been offered the opportunity to work with the teacher librarian co-operatively to improve student outcomes.

- Our library now offers approximately 29,000 resources to be borrowed by students, staff and the wider community.

- Our connected classroom was utilized to meet with other schools and view performances and lectures offered from around the state. Teachers were also able to use the connected classroom for professional development.

- Lunchtime recreation activities are provided, offering DVD’s, games, computer access and a comfortable place to read or meet with friends.

- New resources were added to our collection with the assistance of our library administration officer. These include 3 new digital still cameras, a digital movie camera, portable sound system and Interactive Whiteboard Resources as well as hundreds of fiction and non-fiction titles.

- Classes enjoyed a Book Week visit from our local community librarian, strengthening ties to our local library and further enhancing the depth of information and recreational reading material available to our students.

- A book character parade, held in celebration of Book Week, highlighted the importance of reading and brought children, parents and staff together in a friendly, entertaining atmosphere.

- Eighty four students from Kindergarten to Year 6 completed the Premier’s Reading Challenge, which was coordinated by the teacher librarian.

- The teacher librarian took part in training conducted by Lane Clark – Learning in the 21st Century and co-operatively planned and taught a unit of work as follow up to this.

- The Library successfully held numerous Book Fairs and offered Book Club regularly to families within our school. This added approximately $1600.00 in resources to our Library.

**Environmental Education**

The focus of the environmental program this year has been increasing all children’s understanding of the importance of looking after the environment.

The Environment Club, a senior school group, continued to undertake planting, weeding and maintenance of our nature area, vegetable gardens and flower beds.

Our school continues to be part of the Sustainable Schools Network and a group of pupils once again attended the Expo at Belgenny Farm to learn ways to reduce our environmental footprint.

One class also took part in the environmental activity Murder Under the Microscope, which is developed by government agencies to raise children’s interest in and awareness of issues that affect water quality.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

Percentage of students in bands: Year 3 reading

Percentage of students in bands: Year 3 spelling

Percentage of students in bands: Year 3 writing

Percentage of students in bands: Year 3 grammar and punctuation
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

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<thead>
<tr>
<th>Band</th>
<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
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<th>State DET average 2010</th>
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Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

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<th>Band</th>
<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
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Percentage of students in bands:
Year 5 writing

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<th>Band</th>
<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
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Percentage of students in bands:
Year 5 spelling

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<th>Band</th>
<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State DET average 2010</th>
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Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 5 numeracy

Band
Percentage of students

Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 grammar and punctuation

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5

Progress

School
SSG
State DET

School
SSG
State DET

School
SSG
State DET

School
SSG
State DET
Minimum standards

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

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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
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</tbody>
</table>

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

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<thead>
<tr>
<th>Standard</th>
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<tr>
<td>Reading</td>
<td>88</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>85</td>
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<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
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</tbody>
</table>

**Aboriginal education**

Our school’s Tahmoor Aboriginal Student Support and Parent Awareness committee continued to meet during 2010 although attendance numbers were low. The committee was active in organising many valuable activities throughout the year.

Mr Ruben James provided a cultural experience where students learnt about Aboriginal artifacts, history and enjoyed an informative interactive performance.

A literacy and numeracy program which provided Aboriginal students with the opportunity to have one on one small group tuition each week was run during Terms 2 and 3 with the school’s allocated Norta Norta funding. Students who were below minimum standards in NAPLAN literacy and numeracy outcomes received this support. Individual Learning Plans were developed for each student to focus intensely on their specific areas of need. Improvements were seen in both literacy and numeracy areas as well as raised levels of self esteem.

Our Aboriginal students in Year 3 were given the opportunity to take part in the Coolibah Dynamic Assessment Program. This assessment program aims to identify and support talented Aboriginal students who are underachieving in the mainstream classroom. One of our Year 4 students was accepted into this program and was
involved in a number of learning opportunities throughout 2010.

Culture Class both K-2 and Years 3-6 continued to operate in 2010 during our Religious Instruction period on Tuesday mornings. During Culture Class the children have learnt about and learnt to understand aspects of their Aboriginal heritage under the guidance of our volunteer Aboriginal mentor.

Once again the highly successful Year 6 to 7 Aboriginal transition program for Indigenous students from the local feeder primary schools in conjunction with Picton High School took place during Term 4. The students attended the high school on a number of days and participated in activities with Aboriginal community members and Aboriginal students already attending Picton High School. Our Year 6 Aboriginal students also participated in the Drumbeat program, conducted by the local youth group counsellor and again with some of Picton High School’s Aboriginal students.

All classes in 2010 completed an Aboriginal perspective unit showcasing Aboriginal heritage within Australia. All students K-6 were given the opportunity to submit art works in the Wollondilly Council’s Reconciliation Artwork Exhibition, and many of our children’s art work was exhibited. All our students were able to visit and view the art exhibition which was held in the local community centre.

**Multicultural education**

Multicultural education was once again a prominent focus for our students not only during their planned HSIE studies, but also as part of their learning during their library lessons.

Multiculturalism featured strongly for Stage 1 students whilst studying the topic of Celebrations.

In the weeks leading up to Book Week, all classes participated in learning activities related to stories from the cultures of other countries. Each class read a well known story from another country, discussed the story line and the message for readers and then presented their thoughts in our newsletter.

Stage 3 students also visited other countries as part of their library ‘Bridge Challenge’. This initiative instigated by our librarian, encouraged the students to read a number of books in order to gain points. Upon gaining a certain number of points students were then able to visit a choice of countries on each of the continents to learn about famous bridges – where they were built, the type of bridge constructed and the reasons for the need for these bridges in relation to the communities that surrounded them. Students not only enjoyed reading an increased number of books but also learnt about other cultures along the way.

**Respect and responsibility**

The core values of respect and responsibility underpin much of our social, emotional and academic learning at Tahmoor Public School. Weekly social skills lessons utilising the Bounce Back Program focus on social and emotional learning to develop our student’s skills in self awareness, self esteem, social awareness, self management, relationship skills and responsible decision making. Respect and responsibility are very much embedded in these lessons.

Students in both Stages 2 and 3 also have a set of Stage expectations in regards to their behaviour and learning. These expectations promote positive participation in our school community to ensure respect of others and for our school and responsibility for successful learning and achievement.

A Stage 3 focus continues to be the concept of being positive role models for the younger students in our school in regards to demonstrating respect and responsibility. Stage 3 students also focus on giving back to our school. As in 2008 and 2009, our Stage 3 students contributed in a mature and positive manner around our school by taking on specific responsibilities and duties to assist in the smooth running of our school, and in entertaining our younger students in the playground at lunchtimes by organising games and playground activities.

Our school’s reward scheme where students work towards Bronze, Silver and Gold awards continued to operate in 2010. This system is based upon our three school rules and encompasses the values of respect and responsibility. Our three school rules are revised
and reinforced regularly within classrooms and at weekly school assemblies throughout the year across all grades K-6.

All our students also participated in Child Protection and Drug Education lessons during 2010, both of which involve the learning of the core values of respect and responsibility.

**Connected learning**

During 2010 Tahmoor Public School utilized the video conference technology situated in the library in many ways. Classes connected with other classes from areas as far afield as Raymond Terrace and Eubalong (Condobolin area), sharing information about our schools and local areas and conducting trivia quizzes.

Classes were also involved in virtual excursions organized through the Distance Education Office. These allowed us to access various educational opportunities, which included a Premier’s Reading Challenge interview with Hi 5, a meeting with the author Margaret Wild, and Antarctic special for Years 5 and 6 and a virtual tour of the SCG with the Sydney Swans. This last excursion was reported on the official AFL website of the Sydney Swans.

Tahmoor Public School staff also used the video conference technology for professional learning in the teaching of grammar.

**Reading Recovery**

The Reading Recovery program is an early intervention program designed to reduce literacy problems by providing children with the chance to learn and consolidate basic literacy skills after their first year at school.

In 2010 two trained Reading Recovery teachers worked successfully with 11 Year 1 children on a one-to-one basis, improving their reading and writing skills.

**Progress on 2010 targets**

**Target 1**

To improve the writing outcomes of all students through quality teaching, with a focus on grammar, language features and spelling of familiar and unfamiliar words.

Our achievements include:

- Whole school staff involvement in the Grammar in Context professional learning course.
- Data collected from pre and post writing assessments showed 66% of the whole school population improved their writing skills in Spelling, Punctuation, Vocabulary and Sentence Structure.
- Data collected from spelling tests showed 65% of the whole school population are within normal range and 18% are above.
- 82% of students achieved at or above minimum standard in the Grammar and Punctuation segment of NAPLAN Literacy. This was 17% above our target.
- The development of a school spelling scope and sequence to be implemented in 2011.

**Target 2**

To improve the numeracy outcomes of all students through the “Focused Numeracy School” Program. This will focus on strategies to improve numeracy outcomes including improved pedagogy, expanding Count Me In ‘too from Kindergarten to Year 2, whole school assessment including student self assessment and personal goal setting.

Our achievements include:

Whole school self assessment strategies and goal setting were established and many students developed an understanding of their strengths and weaknesses in Mathematics.

‘Count Me in too’ assessment in the early years was implemented and teachers were provided with training in the area of addition and subtraction using the ‘Count me in too’ pedagogy. K-2 teachers used addition and subtraction ‘Count Me in too’ practices in their teaching. A scope and sequence based on ‘Count me In too’ pedagogy has been developed for Tahmoor Public School.

**Target 3**

To improve student outcomes and engagement through the use of technology in all Key Learning Areas. This includes both the development of technology skills and the attainment of syllabus outcomes through the use of technology.

Our achievements include:
During 2010 the Building Education Revolution refurbished fourteen classrooms. While the refurbishment took place classes were relocated to demountable buildings which restricted access to technology. However, following the refurbishment thirteen classrooms were fitted with Interactive Whiteboards and two staff members attended Interactive Whiteboard training. The teaching staff were later up-skilled in this area. The technology scope and sequence was modified to more adequately meet the needs of Tahmoor Public School students in 2011.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Technology and Spelling.

**Educational and management practice**

**Technology**

**Background**

In response to the purchase and installation of Interactive Whiteboards (IWB) in all classrooms in 2009 and the establishment of a connected classroom in 2010, an evaluation of technology usage, learning through technology and the development of the students’ skills in the technology area was undertaken. Surveys were undertaken by staff, students in Stage 3 and parents.

**Findings and conclusions**

The majority of students felt that they have good computer skills and can transfer this knowledge to other learning areas. However 57% of students indicated that they have not learnt about or improved their knowledge in their use of spreadsheets, data bases or website design.

Eighty percent of parents indicated that their children had developed new skills in using the computer. Fifty five percent felt that our school could communicate more effectively with them using computer technology.

Staff felt that teacher professional learning (TPL) was required in a number of areas in order for them to feel more confident in both teaching and using technology and in improving the computer outcomes of the students. These areas included effectively implementing the technology scope and sequence and IWB and website usage. Both staff and students expressed frustration at the unreliability of computers and the lack of computers in the classrooms.

**Future directions**

The Highly Accomplished Teacher and the computer co-ordinator will provide TPL on IWB and website usage and the effective implementation of the scope and sequence. Staff will develop appropriate stage based assessment strategies to improve and measure growth in student technology understandings and skills.

The school’s Technology Allocation from the Department of Education will be used to purchase computers for classrooms to enable lessons in the computer lab to be followed up on in the classroom.

Time will be organised to allow the school’s computer co-ordinator to ensure that technology problems are dealt with swiftly and that there is improvement in communication with parents via technology.

**Curriculum**

**Spelling**

**Background**

Improving the literacy skills of our students is one of the most important priority areas for our staff. In recent years our school has focused specifically on the areas of Reading and Writing and as a result, significant progress has been made in both these areas and this is evidenced in our improved NAPLAN results. In response to our student’s NAPLAN results in the specific area of spelling over the last two years, improvement in the spelling skills of our students now needs to be a specific area of focus.

**Findings and conclusions**

Spelling surveys were completed by staff, parents and students. Most teachers believed that they had a sound knowledge of spelling and used a stimulating and supportive environment to teach spelling using quality teaching activities. Student surveys supported this, however 78% of students felt that spelling activities lacked variety.
45% of parents felt that their child had not developed new spelling skills this year and were not confident and capable of completing their homework in this area.

Future directions

In 2011, the greatest focus in literacy lessons will be on improving spelling outcomes for all students. The Highly Accomplished Teacher (HAT) appointed to our school as part of the National Partnerships initiative will train teachers in the effective use of our spelling scope and sequence and assist them to develop teaching strategies to complement the scope and sequence. Ongoing teacher professional learning will be provided to improve pedagogy, student engagement and student outcomes in spelling. Staff under the guidance of the HAT will create and implement a whole school editing framework to enhance spelling and writing outcomes. Close analysis of Best Start and NAPLAN data will be analysed and used to inform classroom programming of and practices in teaching spelling.

Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 98% of our parents and caregivers are completely satisfied with our school.
- Information from the community survey indicates that Tahmoor Public School is a school where activities and programs are regularly communicated to parents and caregivers. They agree that the students are engaged and interested in their learning and that information regarding their progress is clearly communicated regularly.
- The majority of parents and caregivers believe that the school fosters home, school and community partnerships, particularly with cultural groups, families, and the local AECG. They also believe that Tahmoor Public School is a school where positive relationships exist between the school and community, however they feel that this link needs to be continuously maintained.
- Students indicated that the following links need to be enhanced: parental involvement in excursions, promotion of school events and achievements, further incentives to help children get along, and more parental involvement in learning activities.
- The majority of staff believe that the school’s leaders and the staff as a whole demonstrate an interest in and accountability for student learning outcomes and that they effectively implement change processes which result in improved student learning outcomes.

Professional learning

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and school targets are achieved. During the 2010 school year, all school staff were involved an array of professional learning activities. These were in the form of staff meetings, staff development days, weekly staff meetings, fortnightly curriculum meetings, stage meetings and executive meetings. The total budget allocation for training and development was expended on training and development in 2010. The Departmental priority areas in which training and development were undertaken included – Literacy and Numeracy, Syllabus Implementation, Leadership & Career Development and Welfare & Equity. The focus areas of our professional learning included: Mandatory Training in - CPR, Anaphylaxis, Diabetes, Asthma, Emergency Care, Fire Safety and First Aid as part of our annual medical issues/safety training. Drug Education, Road safety, Best Start Training, Interactive Whiteboard Training, Mathematics Assessment, Lane Clark (21st Century Learning), Prioritising Grammar, Spelling Scope and Sequence and Aboriginal Education.

School development 2009 – 2011

The purpose of our annual school evaluations is to guide school development. The process involves evaluation of our management plans and this process is overseen by an evaluation committee made up of school staff and community members. The committee guides the processing of the data collection and evaluation. Form this data our annual school report is
produced and the following year’s plans are outlined in the school management plan. The 2010 management plan can be obtained from our school office.

The areas of development for 2009 – 2011 are:

- Improved literacy outcomes for all students.
- Improved numeracy outcomes for all students.
- Improved student engagement in and retention of learning.

**Targets for 2011**

**Target 1**

To improve the Spelling, Reading and Writing outcomes of all students, but with a particular focus on Spelling.

**Spelling:**

Strategies to achieve this target include:

- Increased on-site support and professional learning to be provided for teachers in the use of the quality teaching framework and spelling pedagogy to improve in-class practice and student outcomes in Spelling.
- Whole school editing framework to enhance spelling and writing outcomes.
- Reports from Best Start data (K-2 and the continuum) to better inform programming of and practices in teaching Spelling/Literacy.
- Smart data outlining the school and its students’ NAPLAN results more frequently accessed and analysed by all teachers K-6 to inform better programming of and practices in teaching Spelling/Literacy.

Our success will be measured by:

- Year 3 – 80% of students in Year 3 above proficiency (from 61% to 80%).
- Year 5 – 80% of students in Year 5 above proficiency (from 63% to 80%).
- 50% of Aboriginal students above proficiency or in bands 5-8 (from 17% to 50%) in Year 5 Spelling.

**Reading:**

Strategies to achieve this target include:

- A focus on quality teaching and best practice in Reading K-2 utilising Best Start Continuum.
- Key into Comprehension program for Stages 2 and 3.
- Focus on Reading program for Stages 2 and 3.

Our success will be measured by:

- In Year 3 a 24% reduction in the number of students in bands 1 and 2 (from 53% to 29%) and an increase of 6% in bands 5 and 6 (from 19% to 25%).
- 50% of Aboriginal students above proficiency or in bands 3-6 (from 25% to 50%) in Year 3 Reading.

**Writing:**

Strategies to achieve this target include:

- Whole school K-6 teaching of the Sentence A Day Program.
- Whole school K-6 focus on teaching the text type, exposition.
- Whole school editing framework to enhance spelling and writing outcomes.

Our success will be measured by:

- Year 3 - a 3% reduction of students in band 2 (from 17% to 14%), an increase of 3% of students in band 4 (from 24% to 27%) and 2% increase of students in bands 5 and 6 (from 27% to 29%).
- Year 5 - a 2.5% increase of students in bands 5 to 8 (from 74% to 76.5%) and a reduction of 2.5% of students in bands 3 and 4 (from 27% to 24.5%).

**Target 2**

**Numeracy**

To improve the numeracy outcomes of all students.

Strategies to achieve this target include:
• Count Me In Too to continue to be a focus for K-4.
• Continue to encourage engagement through the Mathletics program purchased in 2010.
• Programming as per the Tahmoor Public School Maths Scope and Sequence supported by the Maths Plus texts (as 2009).
• Investigate and trial the concept of a Maths journal to improve the language of Mathematics.

Our success will be measured by:
• Year 3 - a 15% reduction of students in bands 1 and 2 (from 46% to 31%), and a 5% increase in students in bands 4 to 6 (from 26% to 31%) in Numeracy.
• Increase the number of Aboriginal students above proficiency in Year 3 Numeracy and Measurement by 50% (from 25% to 75%).
• Year 5 – a 15% reduction in the number of students in bands 4 and 5 (from 55% to 40%), and a 5% increase in students in bands 6 to 8 (from 43% to 48%).
• Increase the number of Aboriginal students above proficiency in Year 5 Measurement by 40% (from 34% to 74%).

Target 3
Technology/Engagement and Retention
To improve student outcomes and engagement through the use of technology in all Key Learning Areas, with a focus on greater implementation of the school’s technology scope and sequence.

Strategies to achieve this target include:
• Teacher Professional Learning in technology and a greater understanding of the school’s scope and sequence for technology.
• Teacher Professional Learning in the use of Interactive Whiteboards and website usage.
• Assessment strategies in place to measure growth in student learning in the area of technology.

Our success will be measured by:
• 10% improvement in whole school assessment data in word processing (Microsoft Word) and presentation skills (Microsoft Powerpoint).
• 10% increase in the number of students indicating that they have achieved improvement in their computer skills as evidenced in the student technology survey. (December 2011).

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.

Phil Harris Principal
Carolyn Pogson Assistant Principal
Meredith Gow Assistant Principal
Therese Sheehan Assistant Principal
Lloyd Kusa Teacher
Dianne Langford School Admin Manager
Megan Mollison P&C President

School contact information
Tahmoor Public School
Bronzewing Street Tahmoor
Ph: 46 818 340
Fax: 46 831 067
Email: Tahmoor-p.school@det.nsw.edu.au
Web: www.tahmoor-p.school.nsw.edu.au
School Code: 3148

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: