Our school at a glance

Students

Our school currently has 343 students, 11% of whom are of Aboriginal heritage and 7% 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 eleven 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

Throughout 2012, many students have been involved in exciting programs and initiatives. 30 students were successful in solving the “Murder Under the Microscope” mystery. This is an environmental science and problem solving task that is completed online with students having to identify a crime site, victim and villain after dissecting many clues and hints.

42 students participated in the University of N.S.W competitions. In mathematics, students achieved 1 distinction and 11 credits. In English students achieved 1 distinction and 8 credits. We had 8 credits in computer skills and 9 credits in the writing competition.

14 students participated in the “Writing Matters” challenge through the Whitlam Institute. All received commendation certificates for their efforts.

3 students were invited to attend a “Young Writers” camp at Brewongle Field Studies Centre. For 3 days they worked with renowned childrens’ authors to consolidate and extend their writing skills.

A Year 6 student, Jennifer Barnott-Clement was successful in winning her way through school, zone and district public speaking competitions to win the Sydney South West regional final. A fine effort indeed.

2 teams of 4 teams students participated in a Zone enrichment day at The Oaks Public School. Students competed in debating, logic activities, mathematical problem solving and spelling activities. 1 team made the final narrowly missing out on winning.

24 Year 5 and 6 boys attended the annual Mind Marathon at East Hills Boys High School. All performed admirably competing against teams from across the metropolitan area and from as far away as Bathurst and Canberra. One of our Year 6 teams finished 4th out of 36 teams.

Parliament

All Stage 3 students are actively involved in contributing to our Tahmoor P.S. Parliament. Students visit their constituents (who are students K-4) on a regular basis. They discuss and debate agenda items raised by their constituents during Parliament sittings and then work in committees to bring these ideas to fruition. Our Parliament’s aim or charter is “To Make Tahmoor School an Even Better Place”.

Elections for 2012 Front Bench positions took place towards the end of 2011. Sixteen members were elected to our Front Bench and from these our Prime Ministers and Deputy Prime Ministers named. Front Bench members were formally inducted and given their badges at the Parliament induction in March. The Mayor of Wollondilly, Cr Col Mitchell was a formal guest who spoke to all Stage 3 students about leadership and presented badges to the Front Bench.

Throughout the year, Parliament passed and worked productively on a number of initiatives. A
a groundbreaking initiative was investigating the possibility of the Year 6 farewell being held outside of the school for the first time ever! After much research, a bill was passed to have the Year 6 Farewell at Bargo Sports Club. Parliament worked tirelessly throughout the year on fund raising initiatives that contributed to the success of this fantastic night on the 11th December.

Parliament also initiated and ran an Olympics day during the Olympic Games. All students K-6 represented a country, with flags and national dress being a real highlight, and participated in fun activities all of which reflected the Olympic spirit.

Zonka day was another Parliament initiative in 2012. Stage 3 students worked in teams to provide creative and enjoyable activities for all students K-6. Students were given Zonka currency and moved around stalls sampling fun, adventure and creativity.

The Front Bench members also took on assigned roles to take responsibility for certain areas across the school. Technology ministers assisted in auditing computers and software. Environment ministers were able to monitor electricity use and general cleanliness of the school. Health and Safety ministers were very proactive and always on the lookout for dangers around our school and made many valuable suggestions as to solutions to problems. Our Welfare ministers were warming to new students enrolling at Tahmoor and were always available to lend a compassionate and caring ear to those students needing assistance in the playground or classroom. Sports ministers eagerly assisted in organising carnivals and managing sporting equipment across the school. Our two Speakers demonstrated a sound knowledge of the parliamentary process and were instrumental in calling the Parliament to order when needed.

Our Prime Ministers and Deputy Prime Ministers were always at the forefront of initiatives. Their vision and general leadership qualities set a very high standard for those that will follow.

Student achievement in 2012

[Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, ROSA where available, Higher School Certificate.)]

Messages

Principal’s message

Tahmoor Public School continues to provide quality learning opportunities for all students within a positive, safe and supportive learning environment. Our staff and community have a clear sense of purpose and work towards promoting:

- Quality Teaching with a focus on using Interactive Whiteboards in each of our classrooms;
- Open communication where parents are actively involved in our school and kept informed of and involved with programs, activities and opportunities for their children;
- Comprehensive teaching and learning programs that are inclusive in nature and provide opportunities for students to realise their full potential in an array of areas.
- The school provides many programs to support children’s learning and the needs of the child remains our central focus in all decision making at our school.

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.

Mr David Schofield
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 2011, a new P&C Committee was elected for 2012. 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 teacher’s centre to discuss issues relevant to our children and our school and its learning programs from our 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:

- Mothers Day and Fathers day stalls for the children.
- Operating a canteen facility at a number of district sporting carnivals and gala days.
- Sausage sizzles.
- School Fete

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 the students.

The P&C runs the school’s uniform shop two 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.

The P&C is also responsible for the successful running of our schools canteen which provides a healthy choice of lunches and snacks. We are grateful for the support of a number of 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 fundraising ventures or who have supported these events and our school and students.

Karen Irwin
President

Student representative’s message

As captains of our school in 2012, we have worked extremely hard to carry out our duties that contribute to the smooth running of school. Our roles have been both challenging and rewarding. We have hosted special events, met and welcomed local community leaders, assisted with a number of regular tasks throughout the year and continued to assist where necessary in making Tahmoor School an even better place.

Early in the year we represented our school by participating in the ANZAC Day march through the main street of Picton. We carried a wreath that we laid at the memorial site in Picton Park.

We also hosted our school’s ANZAC Day service.

During Term 4 we assisted with the Kindergarten orientation welcoming new parents and pre-schoolers to our school. We also assisted the Kindergarten teachers in their classrooms during this time.

Throughout the year we have met and welcomed many visitors to our school, including Picton H.S. year 7 advisers, visiting performers and parents and official guests at our annual Presentation Day Assembly. There was a different format in place this year for this assembly. All students K-6 were joined by many parents and guests to celebrate achievements throughout 2012. We hosted this very successful day wearing our special T.P.S. blazers that really are smart!

One of the most fun tasks was setting up running our fortnightly whole school assemblies.

As captains and vice captains we also had responsibilities with our Stage 3 school
parliament, as Prime Ministers and Deputy Prime Ministers. Throughout the year we have been able initiate and support many ideas that have been brought before parliament. Perhaps the most significant one was a bill that was passed to have the Year 6 farewell outside the school for the first time. Year 6 went to Bargo Sports Club on Tuesday 11th December and had a wonderful night. We all spoke in front of our Year 6 friends and teachers remembering the great times we had at Tahmoor P.S.

All four of us had a fantastic 2012 at Tahmoor Public School. We learnt lots about leadership and working together. We hope we really did assist in making Tahmoor School a better place.

We know that the incoming Captains and Vice Captains will wear their badges and blazers with pride as we have done throughout 2012.

Kiara Leet and Michael Goggins (Captains/Prime Ministers)Abbey Murdoch and Campbell DeLaMare (Vice Captains/Deputy Prime Ministers)

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

Enrolments have reflected a high level of mobility with numbers increasing from 340 to 360 students. This is due the establishment of three multicategorical classes.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>195</td>
<td>182</td>
<td>181</td>
<td>192</td>
<td>183</td>
<td>193</td>
</tr>
<tr>
<td>Female</td>
<td>160</td>
<td>158</td>
<td>157</td>
<td>155</td>
<td>137</td>
<td>134</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>93.2</td>
<td>95.3</td>
<td>93.4</td>
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<tr>
<td>1</td>
<td>93.3</td>
<td>92.3</td>
<td>92.7</td>
<td>94.5</td>
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<td>2</td>
<td>94.1</td>
<td>92.5</td>
<td>92.6</td>
<td>91.0</td>
<td></td>
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<tr>
<td>3</td>
<td>93.1</td>
<td>93.5</td>
<td>92.4</td>
<td>94.3</td>
<td></td>
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<tr>
<td>4</td>
<td>91.9</td>
<td>93.4</td>
<td>93.3</td>
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<tr>
<td>5</td>
<td>92.7</td>
<td>93.1</td>
<td>93.5</td>
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<tr>
<td>6</td>
<td>93.4</td>
<td>94.4</td>
<td>93.0</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.3</td>
<td>93.2</td>
<td>93.2</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Student attendance has remained fairly stable with our school identifying students at risk through non attendance to school. As a result we work very closely with our Home School Liaision Officers.

Management of non-attendance

Tahmoor Public School values the importance of regular attendance and we recognize attendance is critical to student outcome achievement. We work closely with the Home School Liaison Officer to monitor non-attendance.

Where attendance is a problem, we work with parents to establish how this can be improved. Importantly, our staff endeavour to make school a safe and happy place for all students and that they experience success and enjoyment in their learning.

Positive reinforcement and recognition assemblies for outstanding attendance by individual students is also a feature of our student welfare policy.

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</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
</tbody>
</table>
There were no indigenous teachers on the staff in 2012.

### Staff retention

We welcomed Mrs Alison Waters, Mrs Julia Stirling and Mrs Sharon Kaapro to our school as new teaching staff in 2012. Mrs Anne Mills took up the position of School Counsellor at Tahmoor Public School in 2012.

### Teacher qualifications

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

### 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>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>
<td>0%</td>
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**Date of financial summary**

30/11/2012

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>104,241.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>205,646.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>258,305.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96,700.84</td>
</tr>
<tr>
<td>Interest</td>
<td>7,067.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17,018.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>688,980.44</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,120.36</td>
</tr>
<tr>
<td>Excursions</td>
<td>50,929.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28,200.02</td>
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<tr>
<td>Library</td>
<td>3,201.75</td>
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<tr>
<td>Training &amp; development</td>
<td>7,00.00</td>
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<tr>
<td>Tied funds</td>
<td>118,199.80</td>
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<tr>
<td>Casual relief teachers</td>
<td>60,865.54</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>85,481.74</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>31,574.57</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>446,085.52</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>242,894.92</strong></td>
</tr>
</tbody>
</table>

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

### School performance 2012

#### Achievements

**Creative and Practical Arts**

During 2012 Tahmoor Public School Students were provided with many opportunities to enhance their skills under the ‘Creative and Practical Arts’ umbrella.

3 students from K-4 enrolled in the Music Bus program. Lessons ran on Monday afternoons out of school time during Terms 1, 2 and 3.

68 Stage 1 students performed at Picton High School for the Wollondilly Performing Arts Festival. They sang three Australian songs on the big stage and gave a wonderful performance. Tahmoor was also invited to host the Festival in 2012. Six students from year 6 were chosen to represent our school and host the three shows.

Students from K-6 submitted artworks for the Wollondilly Council’s Reconciliation Exhibition.

Students in Stage One performed at the end of year presentation assembly. They sang some Christmas Carols and were invited to sing in the local BiLo shopping complex in December.

Students in Grades 3-6 were invited to start up a band in 2012. 26 children had tutorials every Wednesday with Tahmoor’s band tutor – Mr Noakes. The band played at two school assemblies and the end of year presentation assembly.
Students from K-6 all had in-class opportunities to participate in dance. Stage 3 students had the further opportunity to create dances and teach them to the rest of the stage for the Year 6 Farewell.

**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, AFL Netball, Hockey and Cricket. Unfortunately due to inclement weather our AFL and Touch Football teams were unable to compete in their respective Gala Days. Our girls and boys Milo Cup Cricket teams were competitive in their respective competitions. Our Rugby League team competed in the State Knockout and performed well in other competitions throughout the year.

A team of 26 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 32 students represented Tahmoor at the Razorback Cross Carnival. Two students gained selection onto the Razorback team that competed at the Regional Carnival where they placed in the top twenty of their respective events.

A team of 38 students represented Tahmoor at the Razorback Athletics Carnival. Several students were placed in the top 8 in finals. 5 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.

5 students were selected to represent Razorback Zone in Basketball, AFL, Rugby League and Netball.

Students from Stages 1, 2 and 3 participated in the School Swimming Scheme program. Students in Stages 2 and Stage 3 students participated in an extensive 8 week AFL skills 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 2. Students in K - 6 participated in the Premier’s Sporting Challenge.

Tahmoor continued to receive funding as a part of the Active After School Sports Program designed to provide students with opportunities to participate in free after school sport clinics in order to combat inactivity rates among school aged students. The eight chosen sports were well attended with several students taking up that sport out of school time.

Throughout the year, PE lessons were delivered as a part of the school RFF program while sport continued to be conducted as a class or stage based program designed to allow continual skill development across a variety of sport.

**Parliament**

All Stage 3 students are actively involved in contributing to our school through our Tahmoor PS Parliament. Stage 3 students visit their constituents (the younger students in our School) on a regular basis, 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 Public School an even better place.

Elections for our Front Bench positions took place towards the end of 2011 and elected our sixteen Front Bench members were presented with their badges at the Parliament induction in March by our local State Member of Parliament, Mr Jai Rowell and the local Mayor Mr Col Mitchell. They 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 providing a healthy breakfast for Kindergarten students, running a disco and a talent quest, and holding a lolly stall at the state election polling booth. Other initiatives were the formation of a technology committee to assist with the computers in our computer lab, assistance for our general assistant and the running of a mini-fete for the younger students in our school.

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 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 and tidy and help to maintain our gardens and grounds.

Library

The library fulfilled its responsibility as an information resource centre for teachers, students, parents and community groups with the provision of print, audio, digital, and multimedia resources for both curriculum and recreational informational requirements.

The library offers greater than 29,000 resources that can be accessed by teachers, students, and the wider school community. New to resource provision this year was the creation of electronic pathfinders and a registered library web page to offer resources, facilitate access and guide the informational requirements beyond the hours and walls of the school.

Staff utilised the connected classroom to access professional development and attend meetings.

The library remained open every day during recess with access to ICT, borrowing, games, and assistance with assessment tasks.

The library hosted the homework club this year allowing students access to essential ICT resources, print resources and staff and volunteers. The local high school also utilised the library for a homework club.

New resources were added to the collection in identified areas of need. This was done through the development of a selection policy and a strategic plan.

Ties to the local library continued with book week celebrations. The Premier’s reading Challenge was co-ordinated by the teacher librarian.

Book fairs and book club continued to successfully add resources to the library.

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)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students

- Percentage in Bands
- School Average 2008-2012
- SSG % in Bands 2012
Of the 54 students that sat the reading component of NAPLAN 90.7% are at or above National Minimum standards.

Questions where students demonstrated the need for further development included:

- Interprets the reason for a character’s actions in a very simple text.
- Infers the meaning of an unfamiliar word in an argument text.
- Retrieves detail using a synonymous match in an information text.
- Identifies an object being referenced in a poem.

These areas link directly to School Priority 1 which will be addressed in 2013 in a whole school Literacy program.

**Numeracy – NAPLAN Year 3**

Of the 54 students that sat the numeracy component of NAPLAN 90.7% are above National Minimum standards.

Questions where students demonstrated the need for further development included:

- Division – Solves a multistep problem involving money.
- Addition – Solves money problems and calculates the total amount.
- Subtraction – Subtracts 2 digit numbers.
- Data – Identifies the appropriate survey question to match collected data.

These areas link directly to School Priority 2 which will be addressed in 2013 in a whole school Numeracy program.

**Reading – NAPLAN Year 5**

Of the 51 students that sat the reading component of NAPLAN 80.4% are above National Minimum standards.

Questions where students demonstrated the need for further development included:

- Interpret the personality of a character in an imaginative text.
- Infers the development of a character in an imaginative text.
- Recognises a strategy used to engage the reader of an information text.
- Identifies an underlying social context implied in an imaginative text.

These areas link directly to School Priority 1 which will be addressed in 2013 in a whole school Literacy program.
Of the 52 students that sat the numeracy component of NAPLAN 80.8 % are above National Minimum standards.

Questions where students demonstrated the need for further development included:

- Identifies an appropriate unit for measuring mass.
- Identifies a symmetrical shape.
- Identifies the appropriate survey question to match collected data.
- Interprets a column graph and calculates the total.

These areas link directly to School Priority 2 which will be addressed in 2013 in a whole school Numeracy program.

**Progress in reading**

The graph above indicates that in the period covering 2010 – 2012, our school showed a growth rate in Reading of 94.1 compared to our Local School Groups 76.6 and the State – 79.2.

**Significant programs and initiatives**

**Aboriginal education**

Our school’s Tahmoor Aboriginal Student support and Parent Awareness Committee continued to meet during 2012 although attendance numbers were low. The committee was active in organising many valuable activities throughout the year. One of these events was the NAIDOC activity day where students participated in Indigenous Games, an NRL Clinic and cultural immersion in the form of artefacts, stories and dance. Our many thanks go to Mrs Smith for sharing her many interesting Artefacts with us during this important week.

Students also had the opportunity to attend the Jollybops Incursion which focused on Aboriginal perspectives in Science and Technology. The concepts of fire, sound using the didgeridoo and flight using boomerangs were investigated and students thoroughly enjoyed the learning experience.

Tahmoor Public School Aboriginal students participated in the Schools In Partnership (SIPs) program with other schools in the area (Picton High School, Buxton Public School, Thirlmere Public School and Bargo Public School). Through this program students were supported culturally and encouraged by the Aboriginal Community.
Liaison Officer. A literacy and numeracy program which provided Aboriginal students with the opportunity to have small group tuition was occurred once a week throughout the year. Student learning outcomes in both of these areas improved significantly. Personal 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. Plans were evaluated and developed for the 2012 year.

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 senior students continues to be supported by this program which involved many engaging learning opportunities.

Culture class both K-2 and Years 3-6 continued to operate in 2012 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 mentors.

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.

All students K-6 were given the opportunity to submit art works in the Wollondilly Council’s Reconciliation Artwork Exhibition. Many pieces of art work were exhibited. All our students were able to visit and view the art exhibition which was held in the local community centre.

Our school received Next Steps funding which allowed our school to employ a Literacy/Numeracy coach. This teacher was able to obtain pre testing data, design a teaching learning program for our Aboriginal students and then retest so we could monitor and track the level of progress being attained. The Next Steps program will run again in 2013.

**Multicultural education**

Multicultural perspectives, incorporating anti-racism activities, are highlighted and integrated primarily through the selection and planning of HSIE units. In class programs, these provide the knowledge, skills and attitudes required to understand our culturally diverse society.

**National partnership programs**

Tahmoor Public School was selected to participate in the Low SES School Communities National Reform Extension initiative. The school is participating in a two year program which has been designed to assist the students and staff in their achievement of literacy and numeracy outcomes.

A component part of the program has been the appointment of a Highly Accomplished Teacher to the school. The Highly Accomplished Teacher organizes and implements professional learning, reflection and planning sessions for staff to support the achievement of educational outcomes within the areas of Literacy and Numeracy.

The programs and practices have been embedded within the school ensuring their sustainability.

The position of Highly Accomplished Teacher is in the second year of the cycle and the benefits of this position are reflected in our NAPLAN data and school based data.

**Other programs**

**Homework Centre**

Tahmoor Public School offered a highly successful Homework class which catered for up to 40 students two afternoons a week. Teachers and parents supervised this initiative on a voluntary basis. Picton High School students also accessed this service but were supervised by Picton High School staff.
Art Classes
Mrs Mills, our School Counsellor, supervised an after school art activity class for our students one afternoon each week. This activity was highly popular and led to the creation of several creative artworks.

Progress on 2012 targets

Target 1
Increase levels of Literacy achievement for every student consistent with National, State and Regional directions.

- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Reading from 51% (2011), 56% (2012), 61% (2013) and 66% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Reading from 63% (2011), 68% (2012), 73% (2013) and 78% (2014).
- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Writing from 79% (2011), 82% (2012), 85% (2013) and 88% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Writing from 63% (2011), 68% (2012), 73% (2013) and 78% (2014).

Our achievements include:
- All staff, K – 6, have been trained in Focus on Reading. All staff have implemented the Focus on Reading strategies as part of the teaching learning cycle. All staff members have been provided with time to reflect on their current teaching practice and also to plan for future Literacy lessons.
- K – 2 staff have effectively implemented the Synthetic Phonics program. This has allowed our students to access and understand phonemes and initial sounds much quicker.
- K – 6 staff participated in the Premier’s Spelling challenge. This has resulted in a whole school improvement in the area of Spelling.

Target 2 Outcome for 2012–2014
Increase levels of Numeracy achievement for every student consistent with National, State and Regional directions.

- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Numeracy from 51% (2011), 56% (2012), 61% (2013) and 66% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Numeracy from 81% (2011), 83% (2012), 85% (2013) and 87% (2014).
- Diminish the gap in Numeracy achievement between Aboriginal students and all students.

Our achievements include:
- Implementation of an uninterrupted K – 6 numeracy learning block.
- Provided targeted Professional Learning programs (CMIT and Counting On) to build whole school capacity to improve student numeracy outcomes.
- Best Start assessment data and learning continuums were used to inform and improve student numeracy outcomes.
- Continued implementation of the Mathletics program as an additional teaching tool to help engage and motivate the students in numeracy.
School evaluation

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 2012 our school carried out evaluations of Reading and the Team Leadership for School Improvement within the school.

Curriculum

Reading

Background

In 2012 the curriculum area of literacy was selected for our evaluation to assess the effectiveness of current strategies and initiatives as well as to investigate ways to further enhance the teaching of literacy at our school.

As Literacy is one of our priority areas we decided to adopt a more authentic approach towards our evaluation. We invited a neighbouring school to lead the investigation into the Literacy practices conducted at Tahmoor Public School.

Areas to be examined included:

- Effectiveness of planning and programming for Literacy;
- Effectiveness of Literacy assessment;
- Quality Teaching practices in Literacy;
- Resources available to support quality teaching learning practices.

Findings and conclusions

- The staff have high expectations of their students and what they can achieve.
- Teachers are seen by parents/carers to have a strong understanding of the needs of their students.
- Students take some responsibility for their own Reading learning.
- The teacher has a high level of awareness of Reading activities and participation by children.
- Most students think literacy (reading) is important and teachers and parents have high expectations about student performance in literacy (reading).
- The quality teacher learning environment showed strengths with engagement with almost all students being focused on reading learning.
- Students enjoy using Smartboard and other technology in their literacy lessons.

Future directions

The positive steps the school is already taking should continue. Areas for ongoing focus include:

- Teachers accessing data from a variety of sources to inform the teaching and learning of literacy will continue to be developed.
- Information is to be stored centrally which will provide easy access to all staff.
- Explore ways to use programming time creatively and effectively to incorporate collaborative planning.
- Provide time for professional development incorporating the quality teaching model and how to integrate various components into both planning and lesson delivery.
- Whole school Literacy time incorporating a range of teaching and learning strategies from synthetic phonics (K – 2) and Focus on Reading (3 – 6).
- Provide parent “coffee mornings” to help provide relevant information in relation to specific curriculum areas.

Education and Management Practice

Team Leadership for School Improvement

Background

In 2012 the school undertook a comprehensive school evaluation of school curriculum practice and leadership practice and processes in relation to literacy and numeracy.

The school self-evaluation using the analytical framework included the following areas:

- Strategic resourcing
- Developing, implementing, monitoring and evaluating the school plan
- Effective professional learning programs
- Goals and expectations
• Literacy and numeracy
• Parent and community partnerships
• Using evidence to identify student learning needs

Findings and conclusions
• The allocation of staffing is always based on student need.
• A high priority is placed on the preservation of instructional time in literacy and numeracy for all students.
• Student need is considered when allocating literacy and numeracy resources.
• All staff members are aware of and can articulate the school’s goals and expectations in literacy and numeracy which are central to promoting and sustaining a strong learning culture.
• A few processes are in place for involving staff and community members in the development of the school plan.
• School leaders often lead school-based professional learning activities in literacy and numeracy.

Future Directions
• To monitor the active participation of teachers and leaders in professional learning programs.
• Identify teachers and leaders willing to accept new roles and responsibilities.
• Systematically use SMART to analyse student learning needs and identify the curriculum resources to address identified needs.
• Map the opportunities for parent/community involvement in school programs to ensure balance in the focus of the activity and coverage across the school year.
• Analyse and articulating the learning needs of students as a school, stage and at a class level.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• Parents and teachers were very satisfied with the school and its programs.
• The school is well resourced in literacy and the website provides useful information.
• Students stated that most teachers at school show they care about student behavior.
• Parents are made to feel welcome when they come to our school.
• Most teachers are approachable when it comes to finding out about their child’s learning.

Professional learning
Comprehensive training and development were conducted at Tahmoor Public School in 2012. The majority of funds were channeled into areas that directly related to our school targets for 2013.

Areas in which professional learning funds were expended included:
• Beginning teachers – $462.26
• Use of ICT – $113.64
• Literacy and Numeracy – $2063.97
• Leadership and Career Development - $1254.46
• Student Welfare - $633.60
• Quality Teaching - $4028.68
• Multicategorical - $544.55

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
Increase levels of Literacy achievement for every student consistent with National, State and Regional directions.

2013 Targets to achieve this outcome include:
- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Reading from 51% (2011), 56% (2012), 61% (2013) and 66% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Reading from 63% (2011), 68% (2012), 73% (2013) and 78% (2014).
- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Writing from 79% (2011), 82% (2012), 85% (2013) and 88% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Writing from 63% (2011), 68% (2012), 73% (2013) and 78% (2014).

Strategies to achieve these targets include:
- Train staff in Focus on Reading and implement programs incorporating the teaching and learning cycle.
- Literacy AP to mentor and facilitate the implementation and development of the K-2 Synthetic Phonics programs.
- Implementation of an uninterrupted K – 6 learning block.
- Implement 3 – 6 Writing Rescue (Factual and Literary) linking Grammar with Writing.
- Develop a school K – 6 spelling program.
- Participation in the Premiers Spelling Bee.
- Continue implementation of online home reading program.

School priority 2
Outcome for 2012–2014
Increase levels of Numeracy achievement for every student consistent with National, State and Regional directions.

2013 Targets to achieve this outcome include:
- To increase the percentage of students achieving above NMS in Year 3 NAPLAN Numeracy from 51% (2011), 56% (2012), 61% (2013) and 66% (2014).
- To increase the percentage of students achieving above NMS in Year 5 NAPLAN Numeracy from 81% (2011), 83% (2012), 85% (2013) and 87% (2014).
- Diminish the gap in Numeracy achievement between Aboriginal students and all students.

Strategies to achieve these targets include:
- Implementation of an uninterrupted K – 6 numeracy learning block.
- Provide targeted Professional Learning programs (TOWN) to build whole school capacity to improve student numeracy outcomes. This includes the training of staff K – 6.
- Best Start assessment data and learning continuums are used to inform and improve student numeracy outcomes.
- Strengthen the understanding and use of Personalised Learning Plans (PLPs) to improve numeracy outcomes for all Aboriginal students.
- Continued implementation of the Mathletics program as an additional teaching tool to help engage and motivate the students in numeracy.
- Instruct parents on successful strategies that promote numeracy learning through the use of parent/carer inservices and coffee mornings.

School priority 3
Outcome for 2012–2014
Increase Aboriginal student learning outcomes in Literacy to match or better outcomes for all Students and increased Aboriginal community participation in school.

2013 Targets to achieve this outcome include:
- School to develop quality Personalised Learning Plans (PLP) for all Aboriginal students. (Engagement and connections action plan)
• Implement the 8 Ways of Learning Aboriginal Quality Teaching model (Engagement and connections action plan item).

• Promote early engagement in learning of the local Aboriginal community through the continued establishment of an Aboriginal playgroup at school (Readiness for school action plan item).

• Employ a Literacy and Numeracy coach for all Aboriginal students. The coach will collect pre data, design and implement effective programs, track data and plot post data. (Literacy and Numeracy action plan item)

• The recognition of exemplary and improved attendance of Aboriginal students during special assemblies. (Attendance plan action item)

• Coordinate an Aboriginal Numeracy competition across our community of schools. (Engagement and Connections action plan item)

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Carolyn Pogson – Assistant Principal
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Ms Belinda Allard - teacher
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