Tahmoor Public School
Annual School Report 2014
**School context statement**

Our school currently has 361 students, 13% of whom are of Aboriginal heritage and 7% are of language backgrounds other than English.

**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 & 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 February 2014, a new P&C Committee was elected for 2014. 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 Teachers Centre to discuss issues relevant to our children, our school and its learning programs from our Principal and staff. These meetings are advertised in the fortnightly newsletter as are all the activities run by the P&C.

This year our fundraising activities which support all of the children at the school have included:

- Mother’s Day and Father’s Day Stalls for the children
- Sausage Sizzles – Open Day, Athletics Carnival, and the Light Up Tahmoor Christmas Event
- Raffles – Easter & Christmas
- Disco – Halloween
- Cookie Drive
- Cake Stall - Light Up Tahmoor Christmas Event

We have managed to raise so far this year approximately $3870 which is going towards purchasing K-2 home readers, the Skoolbag app and 8 Wireless Access Points to assist in the upgrading of the Information Technology resources for the school. We, as the P&C this year, have agreed to commit to a three year plan to help in purchasing WAP and IPads for the school. The first phase of this will be completed by the end of 2014. The P&C also helped assist families who have needed extra financial support either by helping with uniform payments or excursions. We endeavour to reach our fundraising goal of $5000 before the year is out, which I am sure, with the Light Up Tahmoor Christmas Event, we will reach this, if not surpass this fundraising target.

The P&C also runs the schools 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 their best.

There is also school banking in which the P&C helps process. Any commissions made from deposits and from new school bankers are put directly back into the P&C to help assist with their fundraising goals.

The P&C is also responsible for the successful running of our canteen which provides a healthy choice of lunches and snacks. We are grateful for the support of all our volunteers who assist our canteen manager.

Throughout the year the P&C have worked together co-operatively with the support of our principal and our teachers.

Many thanks to parents who have given up their time to help with our fundraising ventures or who
have supported these events and, our school and students.

Melissa Snedden
President

**Student Representative’s Message**

We feel very privileged to have been involved with student leadership in 2014. We feel we have worked extremely hard in carrying out our duties that we made an oath to early this year. We had many challenges during the year but have overcome them to finish the year feeling rewarded in the fact that we have done our best and helped all the people we could.

During the year we have hosted special events, met and welcomed local community leaders and other special guests and assisted with a number of regular tasks. We have continued the proud tradition of student leaders working hard to make Tahmoor School an even better place.

In April we again represented our school by participating in the ANZAC Day march through the main street of Picton. We carried a wreath and laid it at the memorial site in Picton Park. We also hosted our ANZAC and Remembrance Day ceremonies at school. This was very moving for us all.

We had active involvement in this year’s kindergarten orientation. We interacted with the new parents and students and helped the teachers throughout the sessions.

We have often talked to Mr Schofield very openly about how we can help the school.

We worked hard to continue the tradition of leading whole school assemblies and trying to set an excellent example for all students at Tahmoor Public School.

As captains and vice captains we also fulfilled many responsibilities in our school parliament as Prime Ministers and Deputy Prime Ministers. We engaged respectively yet assertively in debates hopefully setting an example again, for other students.

We will all miss Tahmoor Public School. We have all learnt lots about leadership and understanding it is all about leading by example, not just telling people what to do.

We wish our incoming leaders, Toshiki, Mikayala, Brianna and Matthew all the best. We know they will do a great job in making Tahmoor PS an even better place.

Tahlia Wilson and Blair Smart (Captains/Prime Ministers) Georgia Tapp and Patrick Kelly (Vice Captains and Deputy Prime Ministers)

**Student information**

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

**Student enrolment profile**

Enrolments have reflected a high level of mobility with numbers increasing from 360 to 380 students. This is due to increased housing in the Tahmoor area and also a recognition of the outstanding teaching learning programs occurring at our school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Total</td>
<td>93.3</td>
<td>93.2</td>
<td>93.2</td>
<td>93.4</td>
<td>93.4</td>
<td>93.8</td>
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<tr>
<td>Region Total</td>
<td>92.4</td>
<td>94.7</td>
<td>94.6</td>
<td>94.4</td>
<td>94.9</td>
<td>92.9</td>
</tr>
<tr>
<td>State Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>School Total</td>
<td>93.3</td>
<td>93.2</td>
<td>93.2</td>
<td>93.4</td>
<td>93.4</td>
<td>93.8</td>
</tr>
<tr>
<td>Region Total</td>
<td>92.4</td>
<td>94.7</td>
<td>94.6</td>
<td>94.4</td>
<td>94.9</td>
<td>92.9</td>
</tr>
<tr>
<td>State Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

**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.

Workforce information

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

Staff retention

We welcomed Mr Ken Anderson as our new GA to our school in 2014. We welcomed Ms Sarah Dooley who received a permanent position through Merit Selection. Sadly, Mrs Sharon Verrell retired and we will welcome Mrs Kylee Laugesen to Tahmoor Public School in 2015.

Workforce composition

<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>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.99</td>
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<tr>
<td>Total</td>
<td>28.11</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was one indigenous teacher on staff in 2014. (School Counsellor)

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>
<td>0%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014 seven teachers were meeting regularly in order to complete their teacher accreditation. Regular Professional Development was undertaken by these teachers and their accreditation supervision was coordinated by Mr Maumill.

Comprehensive training and development was conducted by all staff at Tahmoor Public School in 2014. The majority of funds were channeled into areas that directly related to our school targets for 2014.

Areas in which professional learning funds were expended included:

- Beginning teachers – $4356.11
- Use of ICT – $278.47
- Literacy and Numeracy – $11243
- Leadership and Career Development - $2226.93
- Student Welfare - $4896.38
- Quality Teaching - $7470.18
- Syllabus Implementation - $418.18

Beginning Teachers

We have three Beginning teachers in 2014 and their professional development has been supported by school teacher professional development programs.
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>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>433084.05</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>419814.06</td>
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<tr>
<td>School &amp; community sources</td>
<td>71087.41</td>
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<tr>
<td>Interest</td>
<td>12398.49</td>
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<tr>
<td>Trust receipts</td>
<td>13136.90</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1169681.92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>31785.62</td>
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<tr>
<td>Extracurricular dissections</td>
<td>30276.59</td>
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<tr>
<td>Library</td>
<td>43.31</td>
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<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>118433.61</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>0.00</td>
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<tr>
<td>Trust accounts</td>
<td>11128.41</td>
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<tr>
<td>Capital programs</td>
<td>27729.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>746591.28</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>423090.64</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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

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

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Reading

Of the 42 Year 3 students who sat the reading component of NAPLAN 79.6% are at or above National Minimum standards. 31% are in the highest band.

Questions where students demonstrated the need for further development included:

- Locates information stated in a poster.
- Infers information implied in an information text.
- Sequences events in order in a simple narrative.
- Locates information in a simple narrative.

These areas link directly to School Priority 1 which will be addressed in 2015 in a whole school literacy program.
Of the 42 Year 3 students who sat the numeracy component of NAPLAN, 85.7% are at or above National Minimum standards. 45.3% are in the top three bands.

Questions where students demonstrated the need for further development included:

- Identifies perimeter of shape using informal units.
- Calculates the whole number equivalent to visual representation of a number of quarters.
- Identifies a side view of three rectangular prisms.
- Identifies the missing number on a number line.
- Counts back using a calendar.
- Determines the number of edges in an object.

Of the 70 Year 5 students who sat the reading component of NAPLAN, 94.3% are at or above National Minimum standards. 50% are in the top three bands.

Questions where students demonstrated the need for further development included:

- Makes an inference from positive language used in a poster.
- Link and interpret information in an online discussion.
- Identifies the structure of an online discussion.
- Interprets and links words with similar meaning.
Of the 70 Year 5 students who sat the numeracy component of NAPLAN, 88.6% are at or above National Minimum standards. 43% are in the top three bands.

Questions where students demonstrated the need for further development included:

- Identifies the missing number on a number line.
- Identifies shape on graph paper with least shaded area.
- Identifies changes in width and height for a shape.
- Arranges a set of four numbers as an addition to find the biggest total.

**Other achievements**

**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 Years 3 -6 are provided with opportunities to participate in Zone Gala Days in AFL, Soccer, Netball and Cricket. Several teams were crowned premiers or runners up in their divisions. Our boys and girl cricket teams were competitive in the Milo Cup with the boy’s team being Razorback South Runners Up. Our Senior Rugby League team competed in the State Knockout and our Senior and Junior league teams performed well in other competitions throughout the year. Our junior and senior Oz Tag teams competed well against other schools in the area.

A team of 28 swimmers represented Tahmoor Public School at the Razorback Swimming Carnival. Several swimmers made finals of events.

A team of 32 students represented Tahmoor at the Razorback Cross Country Carnival. 2 students progressed to the SSW Cross Country where they ran well in difficult conditions, finishing just outside the top 10.

A team of 39 students represented Tahmoor at the Razorback Athletics Carnival. Several students were placed in the top 8 in finals. 1 student was named age champion in their age group. 3 students gained selection onto the Razorback Team to compete at SSW, with one student representing SSW at the State Carnival.

2 students were selected to represent Razorback Zone in Basketball, 1 student in Girls Cricket and 1 student in Netball. 1 student went on to represent SSW in Basketball and 1 student in Girls Cricket. 2 students were automatically selected in the SSW Water Polo team to represent at the State Carnival.

Throughout the year, students in K – 6 have had the opportunity to participate in skill sessions offered by GWS Giants AFL and Country Rugby League. 90% of the school population was involved in a seven week gymnastics program throughout Term 2. Students in K-6 participated in the Premier’s Sporting Challenge.

Tahmoor continued to receive funding as part of the Active After Schools Sports Program to provide students with opportunities to participate in free after school sport clinics twice a week in order to combat inactivity rates among school aged students.

**Peer Support**

A very successful Peer Support program was implemented across the school during terms 3 and 4. Stage 3 students were trained as leaders to lead small groups of K-4 students in resilience and social skills activities. Many fine leaderships
skills were displayed and many solid and authentic support networks established across the school.

**School Parliament**

All Stage 3 students are actively involved in contributing to our unique yet, formal student parliament. Stage 3 Peer Support leaders get ideas off their Peer support group to bring ideas to parliament to make our school an even better place.

Agenda items are discussed and debated and then voted on as to whether they should proceed to the Senate hearing committee. Ideas that are passed and are then worked on by committees to bring these ideas to fruition.

The Parliament’s charter is “To Make Tahmoor School An Even Better Place!”

Elections for the 2015 Front Bench positions were held in November 2014. There were an amazing 41 candidates! A record! Students respect and strive for a position on the front bench. This culture of aspiration for student leadership has been instrumental in building a positive behavioural and learning culture throughout the school.

Sixteen members were elected and from these our Prime Ministers and Deputy Prime Ministers emerged. An official induction of all members occurred in March with the Wollondilly Mayor and local State member in attendance. They both gave immense accolades and respect to what our school does in terms of student leadership and making relevant connections with real world governance.

Our school parliament continued to work tirelessly on initiatives raised in parliament to see these ideas move into real and practical movements throughout our already wonderful school.

**Creative and Practical Arts**

During 2014 Tahmoor Public School Students were provided with many opportunities to enhance their skills under the ‘Creative and Practical Arts’ umbrella.

48 Kindergarten students performed at Picton High School for the Wollondilly Performing Arts Festival. They entertained the audience under UV lights to the fun song “Rocket Ship Count Down.”

8 Students from Grades 5-6 performed in the Combined Tahmoor and Thirlmere School Band item – playing two songs they had learnt throughout the year. These students also participated in the Combined Band item.

Four senior girls performed an item on their own. 15 girls joined the Combined Schools Choir. Directed by a Picton High School staff member, the girls participated in independent and combined rehearsals for the two songs performed at the Festival.

15 girls joined a lunch time dance group in second term and participated in the Festival dancing to “Roar” by Katy Perry.

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

Students in all grades were asked to perform at our Light Up Tahmoor community event. All students were broken into interest based Performing Arts Groups and rehearsed in Term 4 in the lead up to this event.

Students in Grades 3-6 continued to play in the band in 2014. 35 children had tutorials each week with Tahmoor’s band tutor – Mr Noakes. The band played at school assemblies, Picton High School for the Wollondilly Performing Arts Festival, Light Up Tahmoor and the end of year presentation assembly. The 8 students involved in the Combined band with Thirlmere at the Wollondilly Performing Arts Festival were specially invited to rehearse and participate in the Thirlmere tour in Term 4. They attended weekly rehearsals and spent the first Monday in November travelling and performing at a number of schools in Wollongong.

In 2015 a K-2 Recorder group will be established.

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.

2014 saw all students K-6 participate in Music: Count Us In. This is a nation-wide event where all schools are encouraged to sing a song at the same time on the designated day. The entire school learnt “Paint You a Song,” We held several rehearsals and the senior choir led the student body in the dance moves. Links were set up so the school could watch the event live from Parliament House on Thursday 30th October in
the hall. Our participation was filmed, uploaded to the website and a member of staff used Twitter to showcase our involvement directly.

2014 Library

The library continues to be the shared hub of the school, constantly in use by classes as part of the RFF program and as a popular place to be at recess time.

The library maintains its role as an information centre for teachers, students, parents and community groups with the provision of print, audio, digital and multimedia resources for both curricular and recreational informational requirements. The collection of resources is constantly evolving and growing particularly with the literacy targets set in relation to L3 implemented in kindergarten this year.

The library remained open every day during recess with access to ICT, borrowing, games and assistance with assessment tasks. It was pleasing to see the high number of students across all grades frequently borrowing at recess time. This opportunity for borrowing more than once per week has proved to be a worthwhile strategy to increase the time students spend reading.

The library continued to host throughout the year many events such as book fair, Grandparents day, Education Week open day as well as school groups including drama group, non-scripture and homework club. Staff meetings are also hosted by the library. The library organised an author visit this year for book week and this proved to be a big hit with the students and accounted for many inspired readings of the author’s book. Two students were selected to be Picton Public Library Ambassadors for the year to maintain community links, promote and encourage reading.

This year Premier’s Reading Challenge continued with a steady number of students completing the challenge and receiving their certificates. Five students received their Platinum Certificates for seven years of successful participation in the challenge. This is two years ahead of the expected age group for the reading challenge.

Significant programs and initiatives – Policy and equity funding

Our school has received Aboriginal transitional funding which has been closely aligned to four of the six priority domains of the Aboriginal and Torres Strait Islander Education Action Plan.

The four areas which we have targeted funding include:

- Readiness for School
- Engagement and Connections
- Attendance
- Literacy and Numeracy

Aboriginal education

Culture class continued to operate in 2014 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 2014.

Aboriginal families participated in a playgroup, which was based at Tahmoor PS, and run by Gandangara Aboriginal Land Council. This resulted in the smooth transition of Aboriginal preschool children into mainstream Early Stage one outcomes.

Other Aboriginal Education initiatives conducted during 2014 included:
• Participation in the Aboriginal Literacy Day at the Sydney Opera House.
• Stage 3 girls “sister Speak” life skills program.
• Worked with the Aboriginal Education Officer from the Royal Botanic Gardens.
• Aboriginal Mentor day where students from our Community of Schools engaged with University students.

**Multicultural education and anti-racism**

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.

**Other significant initiatives**

**Homework Centre**

Our Homework Centre continued to operate on two afternoons each week. Monday and Wednesdays again proved to be the most effective days.

Mr Ballango, in Term 4, also trialed Wednesday morning as an additional session for completing Homework. Although not supported in large numbers, there was a definite increase in the number of willing participants.

Mr Ballango, Mrs Booth, Ms Dooley and Mrs Browne gave freely of their time to support this initiative and need to be congratulated.

**School evaluation processes**

**Learning**

**Background**

As a learning community one of our main goals is to utilize the very best teaching practices to help our students achieve excellence.

SchoolMap best practice statements were used to evaluate Tahmoor’s school teaching practice with regard to school planning and implementation, assessment and reporting and reflection and evaluation.

The SchoolMap evaluation instrument survey was used to evaluate whether:

• Students are provided with a relevant curriculum;
• Teaching programs are designed to respond to student interests needs and abilities;
• The teacher collaborates with the students in the learning process;
• Classroom management strategies maximize student learning;
• Assessment processes are ongoing and provide information on student strengths and areas for development;
• Assessment processes are formative and summative;
• Assessment strategies are understood by students and parents; and
• Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

**Findings and conclusions**

**Staff**

• 100% of staff believe they almost always or usually provide learning opportunities within a stimulating and secure environment.
• 100% of staff almost always and usually value communication between home and school.
• 95% of staff always or usually critically reflect on their teaching practice.
• 92% of staff always or usually upgrade their skills through professional training and development.

**Parents**

• 100% of parents surveyed believed almost always or usually that their child’s classroom is an interesting place to learn.
• 100% of parents surveyed believed almost always or usually that the school expects students to achieve to the best of their ability.
• 94% of parents surveyed believed almost always or usually that their child demonstrates pride in their learning.

• 100% of parents surveyed believed almost always or usually the school expects students to achieve to the best of their ability.

Students
A total of 185 students were surveyed.
Overall results indicated that students were very positive in relation to the teaching environment at Tahmoor Public School.

Future Directions
The evaluation of survey results identified certain areas for future development including the need for the school to:
• Provide more feedback to students in relation to their learning, by providing student work samples to show/highlight areas of improvement.
• To provide increased student input into planning and assessment.
• To provide increased communication between home and school to celebrate progress and class achievement.

Program evaluations - TOWN
Background
Tahmoor Public School received Federal funding in 2013 for the improvement of Literacy or Numeracy programs.
As our school has had a huge focus in the area of Literacy (Focus on Reading and Synthetic Phonics) our Executive decided to balance the curriculum professional development by implementing the TOWN (Taking Off With Numeracy) program.
In 2014 The TOWN program was complemented through the introduction of the TEN(Targeting Early Numeracy) program across K – 2 classes.
In 2014 a Problem of the Day was incorporated across all classrooms. A focus on strategies employed to solve the problem was the clear focus rather than just writing the correct answer.

Findings and conclusions
The establishment of a Data Wall in the staffroom was greeted in a positive manner with teachers receiving constant feedback and acknowledgement of student progress.
Transparency of data was able to be easily accessed by all staff members and the Learning Support team was able to help formulate programs for students who were having difficulty accessing the curriculum.
94% of students demonstrated pleasing progress after comparing initial data at the commencement of TOWN to data collected at the end of 2014.
100% of students acknowledged TEN and TOWN activities were part of their daily Numeracy program.
75% of students believe their teacher knows what each individual student has learnt.
50% of students enjoyed completing the Problem of the Day.
67% of teachers welcomed this new approach to problem solving.
100% of teachers document their problem solving activities to inform future learning directions.
83% of teachers connect TEN/TOWN skills into other lessons for students.
100% of parents believe their child enjoys Mathematics at school.
37% of parents are aware of the different strategies their child uses to solve Mathematics problems.

Future directions
The continued implementation of TOWN strategies across 3 – 6 classes. Training of new staff will part of our Teacher Professional Learning Plan.
The continued implementation of the TENS program across K – 2 classes in 2015. This will incorporate the training of K – 2 staff, the continuation of a TENS Data Wall to
complement the TOWN Data Wall in the staff room.

The continued implementation of Newman’s Error Analysis across stages 1 – 6. This will help develop and improve proficiency in problem solving and increase understanding of mathematical concepts.

The continued inservicing of our parents so that common Mathematical language is used both at school and at home.

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.

**School planning 2012-2014:**

**School priority 1**

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

**Outcomes from 2012-2014.**

- 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).

**Evidence of achievement of outcomes in 2014:**

- Whole staff K – 6 have been trained in the three modules of Focus on Reading.
- Kindergarten staff were trained in the first stage of L3.
- Training of the Reading recovery teacher in L2.
- Whole staff K – 6 participated in an Action Research Writing project. Results were compared using pre-test and post-test data and progress was overwhelmingly demonstrated by our students.
- Anecdotal and data tracked through centralized school measurement sources have indicated a strong rise of Literacy across the school.

**Strategies to achieve these outcomes in 2015:**

- Train Kindergarten staff in the second stage of L3. Training and support will be provided for each of our Kindergarten classes in 2015.
- L3 will be expanded to Stage 1 in 2015 where all Stage 1 teachers will be trained in L3.
- Literacy AP to mentor and facilitate the implementation and development of the L3 program.
- Each teacher (K-6) to receive cyclic support with the setting up and implementation of effective Guided Reading programs. Teaching and the assessment of students will be supported by grade supervisors.
- Continue to implement the new English syllabus with a focus on two-weekly programming cycles.
- Implement the new school K – 6 Spelling program, incorporating a weekly spelling rule and a weekly dictation.
- Purchase of school magazines to help provide a range of reading material which will engage our students in Reading.
- Continue implementation of online home reading program. (Bugs Club)

**School priority 2**

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

**Outcomes from 2012–2014**
• 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.

Evidence of achievement of outcomes in 2014:

• All staff 3 – 6 have participated in TOWN (Taking Off With Numeracy) training and have implemented the program in their classes.

• All K-2 teachers have developed a strong understanding of the Numeracy continuum. They are able to plot accurately where each of their children sits on the continuum and determine the next skill set which needs to be addressed.

• Anecdotal and data tracked through centralized school measurement sources have indicated a strong rise of Numeracy across the school.

• Strategies to achieve these outcomes in 2015:

• Continued Implementation of the TENS program across each of the K – 2 classes. Teachers will be supported by ongoing professional development and training.

• Provide targeted Professional Learning programs (TOWN) to build whole school capacity to improve student numeracy outcomes. This includes the training of staff K – 6.

• To continue to incorporate a Data Wall (K-6) in the staffroom to help staff celebrate and monitor student progress and to also inform the Learning Support team where targeted support needs to be directed.

• 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.

School priority 3
Increase Aboriginal student learning outcomes in Literacy to match or better outcomes for all students and increased Aboriginal community participation in school.

Outcomes from 2012–2014

• To increase the percentage of students achieving above NMS in Year 3 NAPLAN Numeracy from 51% (2011), 61% (2012), 71% (2013) and 81% (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.

Evidence of achievement of outcomes in 2014:

• Literacy and Numeracy coach worked with all Aboriginal students and provided small group tuition. Progress was mapped against the Literacy and Numeracy continuums.

• Aboriginal students were subsidized to encourage their participation in the school band.

• 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.

School priority 3
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• Diminish the gap in Numeracy achievement between Aboriginal students and all students.

Evidence of achievement of outcomes in 2014:

• Literacy and Numeracy coach worked with all Aboriginal students and provided small group tuition. Progress was mapped against the Literacy and Numeracy continuums.

• Aboriginal students were subsidized to encourage their participation in the school band.

• All Aboriginal students had a current PLP.

• Our Aboriginal playgroup operated effectively throughout 2013.

• Culture class was effectively run during scripture time on Tuesday mornings.

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

Strategies to achieve these outcomes in 2015:
- School to continue to develop quality Personalised Learning Plans (PLP) for all Aboriginal students. (Engagement and connections action plan)

- Continue to 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 in 2015. 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)

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### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

We have implemented the Net Promoter Score as a measurement tool. This tool subtracts the percentage of detractors from the percentage of promoters to provide a satisfaction rating. The scores were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>4.1</td>
<td>18.7</td>
<td>22.3</td>
</tr>
</tbody>
</table>

The vast majority of comments accompanying the scores were positive. Staff members are happy in this school and enjoy working with the community. They enjoyed working with well behaved students in a well-equipped.

Whilst there was not a huge response to the survey from parents the vast majority were happy with our school. The school was seen as a friendly environment for the children and we received positive comments about teaching standards. A few comments suggested that we need to improve communication, and this is an area which we are continually striving to do this. An electronic sign has been installed at the front of the school and has continuous updates and reminders of coming events and our newsletter is posted on the school website each fortnight.

Students indicated that they were generally happy and enjoyed coming to school and the range of activities which we offer. Most students found their classrooms a fun and engaging learning environment. The students also stated that they enjoyed participating in extra – curricular activities.

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### Future Directions

#### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Staff, students and parents have participated in several evaluation sessions which have included extended staff meetings, surveys and interviews.

This year we incorporated a Net Promotor score which asked the question,”If a neighbour or friend asked you to recommend our school as a school for their child by giving the school a score out of ten, what score would you give Tahmoor Public School?”

Staff, students and parents were given the opportunity to provide input into this survey.

We explored the effectiveness of our 2012-14 school plan and used the Summer (Maintain), Spring (Introduce) and Winter (Change) model to help facilitate the future directions for Tahmoor Public School.
School NAPLAN results were presented and our staff scrutinised school performance in Reading, Writing, Spelling and Numeracy. We studied trend data, school growth and areas to celebrate, and areas which need to be improved upon.

When determining our school strategic directions we had the staff and parents work in groups and using current school priority areas as headings, staff/parents evaluated what has worked effectively, what hasn’t and what strategies/programs need to be introduced.

Strategic Directions were determined by staff/parents using the Melbourne Declaration and a Dr Yong Zhao you tube presentation as a stimulus and a starting point for discussion. Staff and parents were provided with a feedback sheet to help provide further input into our school planning process.

Executive staff will participate in a collegial network to transfer proposed strategies into a 5P format which will result in the 2015-17 school plan.

As a result of this process three key milestones were established for the next trimester 2015-17. They are:

**Milestone 1**: Creating a Dynamic, High Performing School.

**Milestone 2**: Developing an Engaging Supportive School Culture.

**Milestone 3**: Building Sustainable Community Partnerships.

About this report

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

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: