

Tanja Public School

Annual Report



2016



3159

Introduction

The Annual Report for 2016 is provided to the community of Tanja Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

R. MacFetters

Principal

School contact details

Tanja Public School
Barrabooka Rd
Tanja, 2550
www.tanja-p.schools.nsw.edu.au
tanja-p.School@det.nsw.edu.au
6494 0122

Message from the Principal

2016 was another amazing year for all involved with Tanja Public School. Beginning the year with 14 students but by the end of the year the enrolment was up to 20 students. Karyn Everingham continued to work as Jeanette Crowes replacement whilst she was on leave and Karyn worked every Friday for the year. The school continued to be part of the Early Action For Success (EAFS) initiative and Melissa O'Meara worked as our Leading teacher this year.

In 2016, Tanja achieved many outstanding successes, we were represented in regional and state athletics, swimming, and cross-country with our relay team making the state final for the third consecutive year. Otis Waratah was junior boy champion in both swimming and athletics and Anna Browne was the senior girl champion for athletics. We won the Sapphire Coast Learning Community Public Speaking competition this year defeating 11 other primary schools in the process with Anna Browne placing first in the stage 3 grouping and Otis Waratah placing second in the stage 2 grouping.

The school was recognised for its outstanding efforts in STEM programs and two videos of the school's Rube Goldberg projects were shown at the STEM exhibition and will be being screened at next year's STEM conference..

Our Visual and Performing Arts were exceptional with four artisans again employed to share their expertise with the students. Sharon Stevens created an installation Between The Branches using environmental materials, Tabitha Bilaniwskyj-Zarins conducted a series of felting workshops and spinning tutorials which resulted in every student creating a personalised scarf. Jane Alliendi used her expertise in collage and illustration to have the students create a marvellous concertina book titled My School, My Marvellous School. This year the students entered a movie for the SCLC performing arts festival titled Handball, and the students scripted, acted, edited and published the film.

Every student from kinder to year six created their own picture book this year and published them using Album Works. The students wrote and illustrated these stories. Three of the students Anna Browne Ebony Constable and Finn Bajaro all participated in the Gifted and Talented Program with Webcats and produced their own picture books. as well.

We continued our close link with the other small schools and this year extended our link by having a jump off day where Wyndham, Towamba and Tanja participated in the Jump Rope For Heart Outreach program throughout term 2 and then had a combined jump off day at Wyndham. We still had our combined swimming and small schools athletics days where everyone had a marvellous time.

Overall it was a year that showcased the diversity of the curriculums and highlighted the excellent attributes Tanja students have and the opportunities that can be created for them to demonstrate their skills. From movie making, public speaking, athletics, community drama, musical performances, Art days, sports, and Literacy enrichment programs. Tanja students are truly diverse learners and showcase the true worth that a small school education can provide.

This is my final year at Tanja as I am retiring and I cannot move on without noting the fantastic community that is Tanja,

The school is the hub of this community and I was truly blessed to be given the opportunity to teach in this school.

Message from the school community

Tanja P&C have proudly supported Tanja Public School during a year of excellence. As always this year has seen many transformations and growths within our little school. We welcome the addition of new families and thank the school community for making efforts to make everyone feel at home.

The P&C have contributed financially to the veggie garden, library and chicken coops. We also continue to supplement the schools funds to extend the children's music tuition.

Fundraising efforts have been successful with the Tanja Market Day, Tanja Maker's Market and the catering for the Peer Support Camp the main fundraisers for this year.

On behalf of the P&C I would like to whole heartedly thank the staff for another year of dedicated, passionate teaching.

Unfortunately we have to say goodbye to our fantastic Mr Mac as he heads into retirement. Thank you for the vibrancy and energy you have given to our school, you will never be forgotten. We wish you the best and hope you enjoy your next adventure!

Lastly thank you to the P&C committee and parents of 2016. Without you there would not be a school, and with you it is a great school!

Emma Cattermole (President P&C)

School background

School vision statement

Tanja Public School's Motto–

Not For Ourselves But For All.

School's Vision–

Caring for each other, our school and our world.

Personal Best In All Things.

School context

Tanja Public School is a TP1 school meaning there is an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. We have an aboriginal enrolment (15% in 2016). There is a permanent full time teaching principal position and a permanent part time teacher one day a week, with a Learning Assistance Support Teacher (LAST) 1 day a fortnight.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with Bega Valley Public School. With the extra funding we specifically target the children in the Early Stage 1 and Stage 1 area.

There is a very strong link within the Tanja Community, which is very involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are very strong within the school and local artisans are a regular feature in the schools visual arts, music, dance and drama programs. In 2016 the school became part of the Four Winds experience and had visits from musicians as well as being part of the mentored music program.

The school has a very strong environmental focus and as such is part of the sustainable school's network and has strong links with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

On 18th October Tanja Public School participated in external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. This Executive Summary synthesises the annotated information provided in the body of evidence.

Context Tanja Public School is an isolated, rural, remote, TP1 school with an enrolment in 2106 of 20 students. Tanja has 11 in area enrolments and 9 out of area enrolments. The out of area enrolments travel from Tathra, Bournda, Kalaru, The Murrah and Bega. Of the 20 enrolments only 4 have been enrolled since kindergarten which indicates Tanja is seen as a sought after alternative education establishment. Tanja has a history of enrolling students who have struggled at other schools either through social issues or who have a need for a more dynamic learning environment. History also

shows once enrolled at Tanja the students remain enrolled till transitioned through to high school. Thereby indicating that Tanja PS is catering well for the individual learning and social needs of these students. The school operates with one multi stage classroom, but with funding and special initiatives, there have been situations where 2 classes have been formed for parts of the year.

The 2015 – 2017 school plan reflects three focus areas and the three strategic directions of ; Students, Strategic Direction 1: Ensure the students of Tanja Public School are happy, confident, engaged , 21st century learners. Community Strategic Direction 2: Tanja Public School's staff and community have a unified direction for the future. Staff- Strategic Direction 3: Develop a High Performing and Dynamic Learning School. The areas of Students, Community and Staff are the essence of a small school and the ability of TP1 schools to 'Know Our Kids' is of utmost importance. Being a school with a small demographic to draw from when examining quantitative data, sometimes with samples as small as 1, it was of little or no use except when looking at trends over several years where a broader sample could be examined. Therefore many of the annotations and reflections were based upon qualitative data.

Learning Elements – The results of this process indicated that in the School Excellence Framework domain of Learning Tanja Public School is Excelling. Based upon evaluation of the evidence and reflection of the SEF we had 17 plotted points of Excellence, 14 plotted points of Sustaining & Growing and 11 in the area of Delivering. However upon deliberation we judged that we were Excelling. We decided that our 3 focus areas (from our 2015–2017 School Plan) of Students, Staff and Community were best represented with the excelling points with a variety shown across all domains and evidenced sets in the Learning elements. Our school plan is reflective of a school, which has a heavy focus on engagement of students and catering for the individual needs of those said students. With individualised learning plans, successful Gifted and Talented programs and a variety of opportunities for the students to truly be engaged 21st century learners. 'Knowing our children' is a focus of Tanja Public School and as such we believe we cater well for the learning of those students keeping abreast of their day to day learning needs.

We are professional in our approach to their learning and have an in depth knowledge of the curriculum and with differentiated lessons we provide for their daily requirements. We have a strong wellbeing focus and with the successful implementation of Kids Matter and engagement of all stakeholders and the local community we believe Tanja Public School is not only catering for the student's emotional and mental well being but also for their academic and social needs.

All these points put together lead us to believe we are excelling in the domain of Learning.

Teaching Elements – Upon reflection of the School Excellence Framework and the domain of Teaching, Tanja Public School has scaled 14 times in the area of Sustaining and Growing, 7 in the area of Delivering and once in the area of Excelling, therefore based on the evidence and in consideration to the SEF we judge we are Sustaining and Growing in the area of Teaching.

With the implementation of ILP's and constant reflection of student based goals, along with targeted professional development and collegial alignments with other like schools, that are designed to meet these goals we believe we are effective classroom practitioners who work in a collaborative manner to provide a complete curricula experience for the students. With a focus on the Literacy and Numeracy continuums provided by the Early Action For Success program and regular five weekly data entry on the PLAN website we believe we are focussing the teaching in a differentiated manner catering for the individual needs of the students at any particular time. With specialised professional development through EAFS, Equity and Rural and Remote funding the staff are also well equipped to meet the individual learning needs of the students in all areas but specifically in the focus areas of Numeracy and Literacy where the EAFS is being targeted.

The teaching staff constantly review their professional links and as evidenced with the Leaders Circle, Public Speaking, Kidpreneur and Gifted and Talented evidence sets we are not only enhancing our professional status but assisting like schools with their professionalism and student needs catering. By adhering to our school plan and implanting targeted programs such as Kids Matter we are utilising our Rural and Remote, Equity and Ram funding allocations in a manner designed to benefit the whole school population, staff , students and community.

It is this evaluation which led us to the conclusion that in the domain of Teaching, Tanja Public School is Sustaining and Growing.

Leading Elements – Although we had 7 'Excelling' and 7 'Sustaining and Growing' domains plotted we found these were predominantly in the specific areas linked to the community. However our 12 'Delivering' plot points were more evenly spread across Students, Staff and Community, our 3 areas of focus from our 2015–2017 school plan. Thus, based on a greater variety of evidence across a broader spectrum, we judged ourselves to be Delivering in the Element of Leading.

Tanja school certainly excels in the domain of leadership with its Artisans and Kidpreneur programs, along with its predominant role in the Leaders Circle. But when compared across all the domains of Leading it was a dominance of 'Delivering', which led to our final assessment. A need has been highlighted to create a more streamlined, focussed, management system, which allows greater input from all stake- holders to be established in the future. The schools

resources are another area for thought and the need for a 'longer term' financial plan, which will benefit all stake-holders is required.

Assessment response from Survey details and panel.

Panel Comments

In the domain of Learning the school's self assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the element of assessment and reporting the evidence presented indicates the school is operating at the Delivering stage.

Future school planning and direction should involve strong community consultation within the process and a focus on relationships, teaching and learning. The context of a small school must reflect strategies for effective school management and instructional leadership to fully meet the needs of all the students of Tanja Public School. The succession planning for the incoming principal is in place and steps to transition and orientate the new principal will be formalised. Look at strategies to utilise the Instructional Leader 0.1 allocation to assist the incoming principal with student needs through data analysis of literacy and numeracy. Instructional Leader to put forward data to assist the principal. Classroom Observations and the implementation of Performance and Development Framework plan to be embedded in the future school planning. Professional learning and development budget to support the Performance Development Plans. LMBR change management plan to be included in the future management strategies.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Ensure the students of Tanja Public School are happy , confident, engaged , 21st century learners

Purpose

Ensure student participation and exposure to innovative and engaging teaching and learning opportunities, enabling them to develop as active and informed citizens in the 21st century.

Overall summary of progress

Students have moved along the continuum and are above National standards in most areas.

The national curriculum is implemented as per BOSTES implementation schedule

M-goals site is accessed and used as a goal setting platform by 80% of the students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every child moves along the numeracy and literacy continuum in a standard consummate with the NationalStandards. By 2016 The National curriculum is fully implemented. M-goals is fully integrated and functioning within the school by 2016 with all students accessing this site as part of their goal setting.	<ul style="list-style-type: none">• Staff trained in PLAN and students continuum progress recorded every 5 weeks utilising PLAN software• Curriculum implemented• M-goals site is accessed and used a s a goal setting platform by 80% of the students	Casual release for staff to attend professional development: PLAN, TOWN and TEN \$830 M-goals \$415 Casual release to allow PLP meetings \$415 Casual release for interviews to develop student goals \$830

Next Steps

Individual learning goals continued and the process becoming a part of the student self monitoring process. The students knowing what they need to achieve their goal as well as their individual learning.

Strategic Direction 2

Tanja Public School's staff and community have a unified direction for the future

Purpose

To create and nurture a positive school community where students staff and parents are safe happy and empowered to make positive choices. To form strong partnerships with the broader community.

Overall summary of progress

Targeted students published a book which they had written and illustrated with the aide of an author and illustrator. This book was presented at a large community event at Tura Library by the Mayor.

Kids Matter project put on hold until 2017

School attendance reflects a positive attitude and high participation form parents, students and community with overall 90% attendance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Students will have a minimum of 1 major goal per term• Students will have short term learning goals in Numeracy, Literacy and socially.• Kids Matter certification awarded to Tanja Public School	<ul style="list-style-type: none">• Targeted students published a book which they had written and illustrated with the aide of an author and illustrator	participation program costs \$500

Next Steps

Kids matter project to be re-evaluated to establish if a viable program in 2017, or replacement student welfare program established.

Strategic Direction 3

Develop a High Performing and Dynamic Learning School

Purpose

To ensure high quality standards of educational practice through professional development and teacher accreditation processes that will lead to all students reaching their full potential consistently across the school.

Overall summary of progress

Students involved in a variety of small and large school interactions which have assisted in transition concepts.

Students have been extended through local artisans programs and the Tanja school music program, as well as participation in activities based on Creative and Performing Arts

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students and staff are engaged in the M-goals and coaching process to develop personalised learning programs.	<ul style="list-style-type: none">• M-Goals implemented and being utilised by 80% of Aboriginal students• Personalised learning programs for all students implemented including music tuition and Artisans project.	Music program teacher \$8800 Artizan materials and artists \$2473.98

Next Steps

Continue artisans and music program for 2017

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>With a 15 % aboriginal enrolment money was used to provide support by means of extra Learning Assistance Support Teacher and Aide time. The targeted students were also supported with funding for all excursions and extra curricula activities.</p> <p>Funding was also used to establish PLP with students and parents.</p> <p>In addition to this the whole school attended specific days of aboriginal significance to ensure a culture of respect and understanding was established.</p>	<p>support staffing cost and financial support of students to participate in activities</p> <p>\$9100</p>
Early Action For Success	<p>With the funding provided for EAFS our Early stage 1 and stage 1 students were targeted. Additional aide time was provided and the children were targeted with individual learning plans. Our Kinder children left early stage 1 with reading level 16 books which places them well above targeted means.</p> <p>The numeracy levels of all children involved are also above state bands required and places them as non targeted children in year 1 and 2.</p> <p>AI data relating to these children was placed on The PLAN website every five weeks and the instructional leader worked with the children on a weekly basis providing support and guidance as to their individual learning needs.</p>	<p>Staffing costs \$11200</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	6	7	9	9
Girls	12	12	16	11

By the end of 2016 there was an enrolment of 20 students. K-3 , year one – 1, year two – 0, year three – 4 , year four –3, year five –5, year six –5. In zone student enrolments totalled 7 with 13 out of area enrolments. There was a 15% aboriginal enrolment.

Student attendance profile

School				
Year	2013	2014	2015	2016
K				90.3
1	89.9	94.9	46.2	
2	92.9	90.8	72.2	
3	98.3	93.6	81.9	95.7
4	90.4	98.9	82.6	94.6
5	94.4	91.9	90.7	96.3
6	93.3	94.9	77.7	94.2
All Years	93	93.5	79.2	94.8
State DoE				
Year	2013	2014	2015	2016
K				94.4
1	94.5	94.7	93.8	
2	94.7	94.9	94	
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K - 6	14

Structure of classes

At Tanja Public School there is one multi stage

classroom that caters for the needs of all 20 students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.98
Other Positions	0

*Full Time Equivalent

In 2016 no staff identified as Aboriginal

Workforce retention

This will be the final year for the Principal Rick MacFetters and next year a new principal Lee-Ann Thomson will be on duty.

Jeanette Crowe continues her leave and will return to her permanent part time position in term 2 of 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

IN 2016 All staff members were engaged in a variety of professional development, either school based, external,online or internal from personnel who were experts in their fields. Staff meetings included annual updates on Child Protection, CPR, Anaphylaxis, Emergency Care, Code of Conduct as well as Work Health and Safety. Specific Professional Development was done in KIDS MATTER ,Growth Coaching, Personalised Development Plans, Early Action For Success (EAFS) development in Numeracy and Literacy.The principal also regularly attended Network

meetings Sapphire Coast Learning Community (SCLC), SmallSchools Leaders Circle and Community Of Schools (COS) meetings, and EAFS updates.

No staff members were involved in ongoing accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

STATEMENT BY SCHOOL PRINCIPAL

In my opinion ; The attached Statement of Receipts and Payments and accompanying notes exhibit an accurate view of the school's operations, cash balances and investments.

The Statement and Notes have been prepared in accordance with the directions issued by the Department of Education and Training.

Proper accounting records have been maintained.

I am not aware of any circumstances which would render any particulars included in the Statement and Notes to be misleading or inaccurate.

Income	\$
Balance brought forward	86 792.33
Global funds	38 193.59
Tied funds	101 409.79
School & community sources	19 531.14
Interest	2 079.04
Trust receipts	4 176.00
Canteen	0.00
Total income	252 181.89
Expenditure	
Teaching & learning	
Key learning areas	3 155.10
Excursions	21 219.60
Extracurricular dissections	4 338.03
Library	2 214.82
Training & development	1 666.87
Tied funds	86 339.71
Short term relief	1 832.63
Administration & office	19 271.36
School-operated canteen	0.00
Utilities	1 486.48
Maintenance	4 155.11
Trust accounts	2 885.10
Capital programs	0.00
Total expenditure	148 564.81
Balance carried forward	103 617.08

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

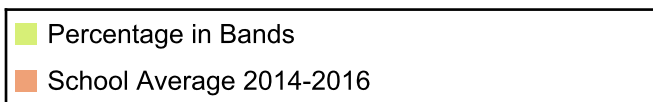
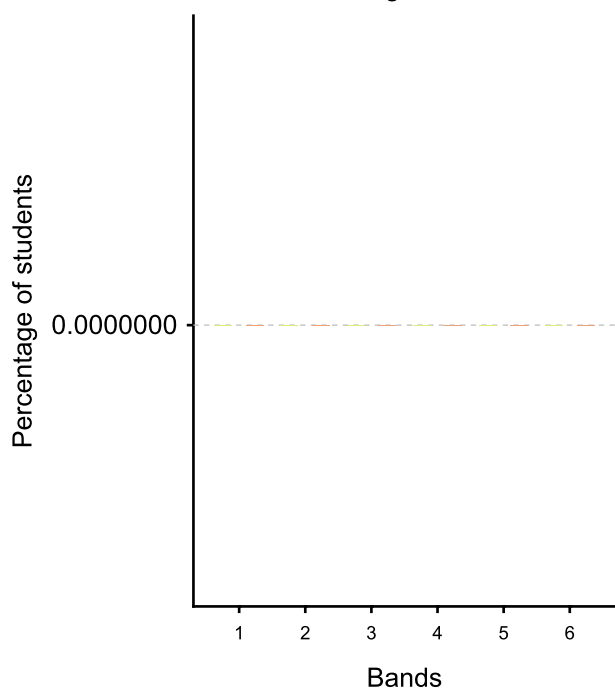
School performance

NAPLAN

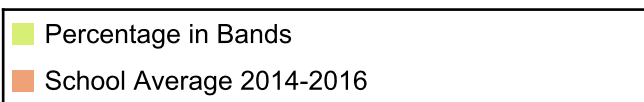
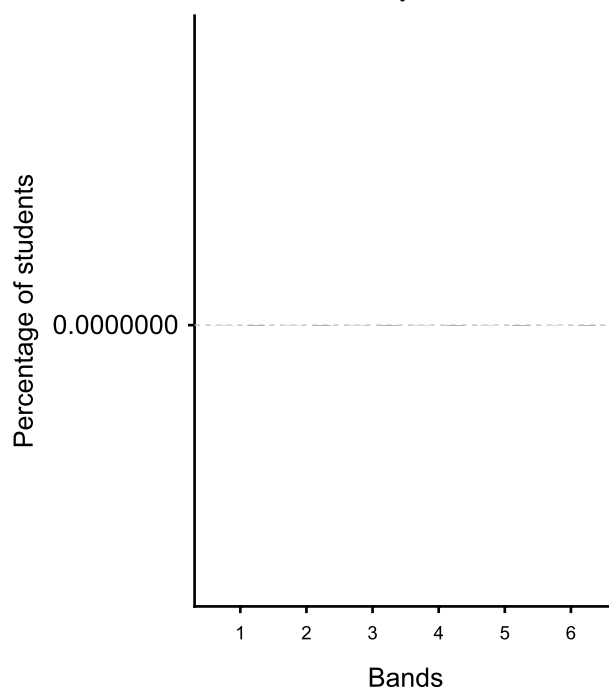
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

It should be noted that due to the small cohort at Tanja Public School data is not published due to privacy issues as prescribed by the Department of Education and Training.

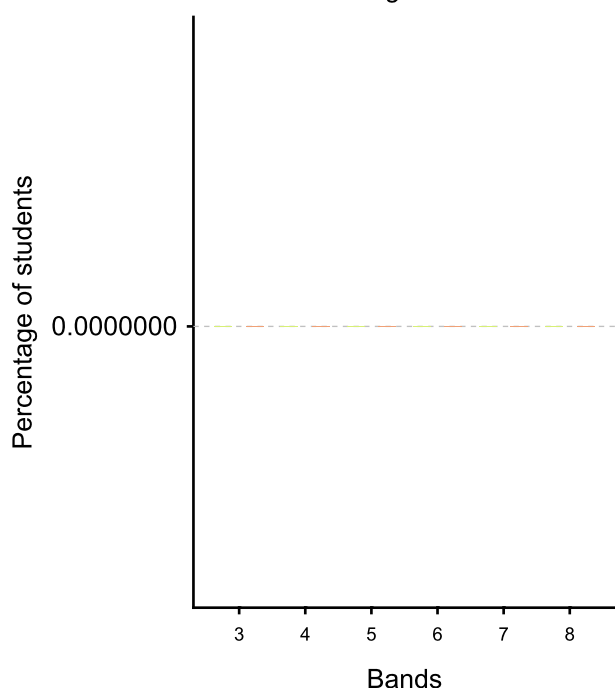
Percentage in bands:
Year 3 Reading



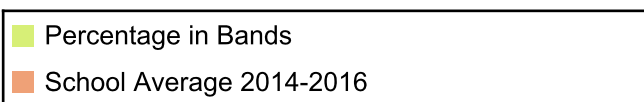
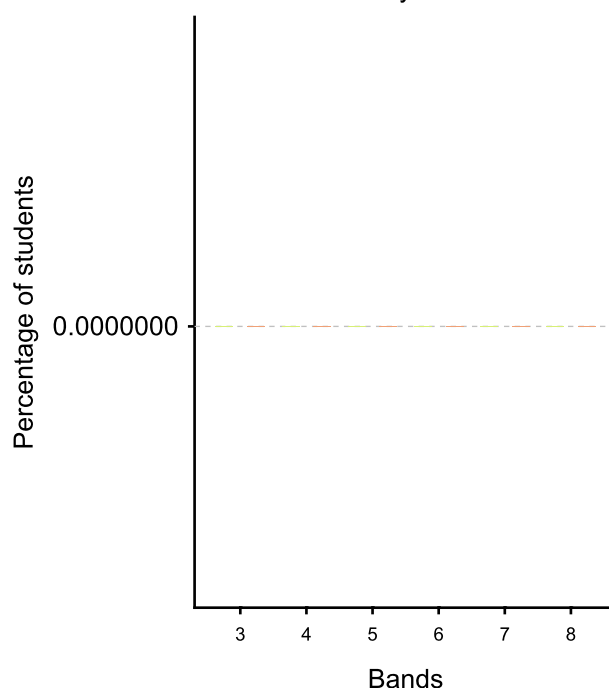
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



Policy requirements

Aboriginal education

With a 15% aboriginal enrolment Tanja Public School continued it's very positive commitment to aboriginal

engagement and education. Senior students were involved in Acknowledgement of country in SCLC events, school events and Acknowledgement of Country was a regular feature of all staff meetings and P and C meeting.

All aboriginal student have an effective Personalised Learning Plan which is developed with parents, students and the staff of Tanja PS. The aboriginal students have attendance rates above 90% and are very engaged learners.

Aboriginal funding has been spent to enable the students to attend all excursions and events, additional aide time has been used to supplement their educational programs with teacher aide time being utilised to give support to all students.

As part of the curriculum all students aboriginal and not are immersed in aspects of aboriginal culture from art , dance and sports through to dreamtime story activities.

The whole school participates in NAIDOC activities and in 2016 all attended a day at Jigamee Farm for a day of immersion in aboriginal cultural activities with local community and elders.

Multicultural and anti-racism education

The students develop understandings, attitudes, values and knowledge of multiculturalism through integrated units of work. The units focus on the cultural acceptance and respect of personal differences and promote tolerance.

Teachers' culturally inclusive practice encompasses both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes

ARCO training was completed by the Principal in December 2015 ensuring the students and staff have the opportunity to a safe and racist free environment.

Harmony day was celebrated as part of the TP1 linkages and the importance that sport has played in developing our multicultural society. The theme of Everyone Belongs was adapted as the focus for the day with all teams being composed of students of mixed age and from all three schools.

The school had speakers from Timor Leste to present views of cultural importance. The schools Motto of "Not for Ourselves But For All" was constantly impressed upon the children to ensure they remained aware of those not only less fortunate but also those of differing ethnicity and that they were mentioned and dealt with respect. As the organising school for the SCLC public speaking competition the topic of multiculturalism and acceptance was chosen to ensure the message was spread throughout the Bega Valley.

Other school programs

Artisans Program

Tanja again had an outstanding year with it's artisans program utilising the skills of 3 local artists. Term 2 saw A felting program run with every child creating their own unique felt scarf utilising the skills of wet and dry felting and needle felting. Term 2 saw Sharon Stevens create a sculptural installation within the school entitled Between the Branches which utilised natural materials and driftwood to create creatures from the bush. Term four had Jane concertina creating a magnificent collaged concertina book with the children with each child creating a page for the book entitled "Our School Our Marvellous School"

Music

This year our music program was recognised by the Four Winds Group which saw us taken onboard for their music mentoring program. This enabled us to have the highest level professional development in music studies and saw funding for new instruments for the school. By being part of this program we also had the opportunity to have visiting musicians do shows and workshops with our school.

Garden, Cooking and Chickens

Our garden again provided us with many bountiful harvests and the cooking program thrived on the availability of fresh produce. So successful was this, that this year we extended our Hot Lunch Day to run in term four as well. Meaning that for two terms the children were not only provided with a hot nutritious lunch but also the opportunity to cook and further develop their table manners and etiquette. Produce was regularly sent home or distributed to the community whenever there was a surplus. The herbs and some produce was again utilised by the 'Wharf Cafe' free of charge as part of our 'Not For Ourselves But for All' ethos.

We extended our orchard with four new citrus trees and had our first crop of blueberries. (about 10).

Our chooks have grown and had chickens of their own and there was a need for a second coop which was placed around the vegie garden to help with the weeds and pests. The flock is now at 17 but this will be culled to around 10 ready for 2017. The eggs we didn't use in cooking were regularly sent home and our roosters services were desired for community use on two occasions.

Personal Development Health Physical Education (PDHPE)

This year we were fortunate enough to have Paula Par volunteer her time to come and work with the school 2 hours every week on a PDHPE program. Paula , an retired PE teacher , worked through a variety of units with the children including, T ball, Basketball, netball, softball, Australian Rules Football, Athletics and football.

The children benefitted greatly from the skills

development and the chance to have the class split for these sessions was brilliant as it meant the opportunity for more individualised tuition.

This year Tanja also participated in the Jump Rope For Heart Outreach Program. This was a 10 week program involving a variety of skipping techniques and resulted in one of our joint TP1 days where we had a skip off and active activities day. Thus was a highly successful day and the schools were featured in the JRFH newsletter in December.