

Tenambit Public School

Annual Report



2016



3180

Introduction

The Annual Report for **2016** is provided to the community of **Tenambit** 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.

The 2016 Tenambit Public School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving the best possible outcomes for each and every student. Our teachers are reflective and responsive to student needs and there is quality commitment from our school community. We focus on supporting all students to reach their full potential academically, socially and emotionally. We pride ourselves on our uniqueness, with growing student numbers every year. We have committed, proactive teachers and dedicated support staff working to help each child to reach their potential. Our staff have high expectations and adopt a wide variety of innovative teaching practices. As a high quality Public School which is an excellent example of public education, Tenambit Public School is shaping the future of our children with a focus on collaborative learning and local community engagement. Our parent community and Parents & Citizens (P&C) play active and important roles in our school. The Tenambit Public School Plan 2015 – 2017 was developed with significant input from staff and parent community members. As principal, I regularly report to the school's P&C on the school's progress towards the implementation of strategies within the Plan, as well as on the achievement of milestones and targets. Our school regularly communicates to staff, parents and the community our strategic direction and what we aim to achieve over this three year period.

Donna Stackman

Principal

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School background

School vision statement

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

School context

Tenambit Public School is primary school to the east of Maitland. Enrolments in 2016 are 340 students with an equal number of boys and girls. In addition, 14% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English.

At Tenambit Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Tenambit Public School is a proud member of Maitland Learning Community of partner schools comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2016 is 148, which recognises our community's low socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. We enjoy the support of a vibrant P&C and a School Council which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DEC initiative, Early Action for Success (2013–2016) and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Area Land Council. The school is also supported by business partnerships formed within the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 the following actions have been identified to further develop processes and practices leading to improved student outcomes.

In the area of Learning, the school has identified;

Effective implementation of PBL Tier 2 practices – Second Step program K–6. Goal setting consistently across the school with parents and students incorporating student self-reflection on their learning with an emphasis on 3–6.

In the area of Teaching, the school has identified;

The extension of PLAN K–6 to embed current effective practices that are evident in K–2 classrooms to ensure deep knowledge and understanding of data use and its implications for teaching practices. The inclusion of the school community in identifying areas of strength and development through the sharing of data and gathering of feedback

throughout the year. Extending current mentoring and coaching practices to further engage teaching and leadership practices K–6. Embed teaching standards into Performance Development processes.

In the area of Leading, the school has identified;

Strengthen existing planning process to provide clarity around milestones and time lines and ensure strategic financial management. Embed evaluative thinking practice into whole school culture.

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

Every Student, Every Opportunity

Purpose

To develop relevant, engaging and challenging student learning experiences that result in highly literate, numerate, creative and confident students that value learning to achieve educational and personal success.

Overall summary of progress

During 2016 all staff continued developing knowledge of the BOSTES Syllabuses (English, Mathematics, Science, History and Geography) to ensure students were given relevant and challenging learning experiences. The use of digital technologies continued to be a focus throughout the year. All staff continued the weekly programming model introduced in 2015, which saw a greater focus on individualising student learning and documenting learning adjustments for students requiring additional support. Learning and Assistance Teaching (LAST) continued to help students who require additional assistance. Programs in literacy and numeracy were provided for students with additional needs. The 'Lexia' reading program was continued from 2015 to all students K–4. Students identified as having difficulty in literacy were given intensive support through various programs including Reading Recovery (Year 1) and LAST support teacher intervention. All students who required an Individual Education Plan (IEP) were tracked and monitored through a whole school database. This database was used to determine whole school and individual need. The Early Action for Success (EaFS) initiative continued to afford substantial support to the K–2 students. This three year program sees the employment of an Instructional Leader (0.5), a staffing entitlement to employ additional learning and support teachers (LAST/Interventionists 1.2) and additional teacher professional learning funds to support school based training and initiatives. In 2016 several staff members undertook and continued training in L3. This L3 approach to teaching essential skills and understanding in literacy, has had a very positive impact upon student learning. All students in K–2, as part of the EaFS strategy, were tracked on the literacy and numeracy continuums to ensure students who were at risk of not meeting grade benchmarks were offered substantial in-class support and intervention. As a result of the EaFS program the school has reduced the number of students identified 'at risk' at the end of each grade year. This EaFS program will continue in 2017. Assessment and reporting processes were further consolidated through four written reports to parents throughout the year. Student feedback was a focus and this will continue to be an area for further development to encourage greater student reflection and evaluation of learning strengths and needs. The Positive Behaviour for Learning (PBL) approach across the school provided clear expectations of student behaviour. The majority of students achieved a "Gold Star Student Award" for 2016, indicating high levels of student conduct and behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Year 3 and Year 5 NAPLAN results will be at or above 'like school' groups in all testing areas and 80% of students will achieve expected growth in each testing area.</p> <p>A decrease each term in the number of students identified as "at risk" through the Early Action for Success Program. (End of Year target is less than 20% at risk)</p> <p>A decrease in the percentage of ATSI students below the ATSI mean in NAPLAN testing</p>	<p>Supplementation of literacy and numeracy resources across the school (guided readers, computers, software, library)</p> <p>Employment of a teacher (0.2) to support students who have a language other than English (ESL)</p> <p>Employment of additional learning and support teachers (LAST) to support identified students</p> <p>Employment of School Learning Support Officers (SLSO) to support student literacy and numeracy needs</p> <p>Performance Data:</p> <p>Development of a Homework Program for those student identifying as Aboriginal enabled specific assistance in literacy and numeracy for targeted students along with support in the classroom.</p> <p>Year 3 2016 NAPLAN results: School performance above 'like school' groups in all testing areas</p> <p>Year 5 2016 NAPLAN results: School performance above 'like school' groups in Reading and Writing</p>	<p>PBL \$320</p> <p>Key Learning Areas \$10000</p> <p>\$182,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Year 3 and Year 5 NAPLAN results will be at or above 'like school' groups in all testing areas and 80% of students will achieve expected growth in each testing area.</p> <p>A decrease each term in the number of students identified as "at risk" through the Early Action for Success Program. (End of Year target is less than 20% at risk)</p> <p>A decrease in the percentage of ATSI students below the ATSI mean in NAPLAN testing</p>	<p>and only slightly below in Numeracy, Spelling and Grammar and Punctuation.</p>	

Next Steps

Innovative Curriculum Implementation

- Incorporating STEAM, Inquiry Learning through Project Based Learning, Critical Thinking Skills and Growth Mindset into all pedagogies.
- Resourcing for Future Focused learning

Positive Behaviour for Learning

- Continue consistency of application in PBL across the school
- Improve attendance monitoring and follow up – part of LST/executive structures
- Embed Anti-bullying procedures and practices and encourage community support to embed common language across all settings

Curriculum Differentiation and Programing

- Gifted and Talented Students (GATS) policy and procedures evaluated
- Sustain and explore extra-curricular activities e.g Drumbeat, gym, dance, band, choir, Star Struck, drama, interest groups

Assessment and Reporting

- Continually Improve feedback to parents re student achievements
- Communication with families to support student learning, student reports in line with DoE policies and BOSTES curriculums.
- Revise assessment strategies for students with additional needs– i.e IEPs and adjusted report to parents
- Improve student involvement in goal setting and assessment practices (e.g. student conferences, three way reporting)



Strategic Direction 2

Nurturing and Innovative Staff

Purpose

To develop dynamic and highly skilled professional staff members, committed to personal and school wide excellence in teaching, who utilise reflective teaching practices and are an advocate for every student.

Overall summary of progress

Student Survey data from the Tell Them From Me Survey (2016) showed overall strong levels of school engagement, with a strong positive sense of belonging, positive relationships and students who valued education. Feedback from the Tell Them From Me Survey (2016) completed by the parent body showed continued strong support for the school and this is evident in daily engagement in school activities and fund raising events.. Parents stated they felt welcomed , well informed and the school supported positive behaviour by students through its PBL program. The P&C meetings were well attended each month and there was a good level of parental involvement in the school through volunteering in the school canteen, gardens and some classrooms. All surveyed areas were above state averages with Tenambit Public School teachers identifying collaboration), inclusive school and learning culture continuing as strengths of the school. Teachers again identified technology as an area for whole school and personal development and this will be a target for 2017. The school again invested considerable time and funds into supporting all staff professional learning in 2016. The school's involvement in the Early Action for Success (EAfS) program has continued a focus on extensive teacher professional learning in early literacy and numeracy teaching. All K–2 staff continued training in the Language, Learning and Literacy (L3) program and were supported through the Early Action for Success (EAfS) Instructional Leader role (0.5 allocation). The EAfS additional teacher allocation (1.2) also provided intensive individual support to identified students. Positive Behaviour for Learning (PBL) continued to be a strong system for encouraging students to feel safe, valued and positive about their schooling experience. The majority of students received the 'Star Student' badge in Term 4 2016, indicating a high level of student behaviour and self-direction. Our school leadership program continued to encourage our oldest students to take on extra roles and responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase in student 'positive sense of belonging' in Tell them from Me Survey (2015 average is 79% compared to state 84%) 5% decrease in students who identify as victims of bullying in Tell them from me survey (2015 average is 38% compared to state norm of 35%) 1.0 Increase staff confidence and satisfaction with Teacher professional learning with emphasis on Technology (2014 Tell them from me teacher survey 6.2/10)	Extensive training for staff (PBL, TEN and L3) Evidence of extensive teacher collaboration and satisfaction PBL practices embedded and consistently applied throughout the school Extensive extracurricular opportunities for students: band, choir, sport, gym, dance Learning and support team (LST) management of students with additional learning and behaviour needs. Ongoing staff training in technology (e.g. Edublog, Sentral, iPad)	Casual staffing cover for staff attending professional development and learning practices. Additional release of staff to provide extra curricular opportunities and the provision of staffing to do so. Additional employment of SLSOs and Teaching staff in a support role to provide additional support for students requiring learning and wellbeing support. Purchase of 21st Century Learning hardware to support student learning. \$113,000

Next Steps

Innovative Pedagogy, teacher reflection and collaboration

- Employment of a fulltime AP Instructional Leader to support teachers 3–6 (Extension of EAfs Role)
- Continued implementation of L3 and TEN
- Staff professional learning in innovative practices, in data mining and understanding of how to utilise data and related resources e.g SMART resources

Effective and Supportive Classroom Practice

- Continue to improve student feedback systems/strategies to ensure student voice
- Continued implementation of tired leadership projects
- Continue TPL in PBL, L3 and Future Focused pedagogies
- Encourage staff innovation and proficiency through PDF processes, feedback and collaboration
- Continue to provide extracurricular activities for students: Sports, arts, academic

Support and Supervision of Teaching Performance

- Performance Development Framework policy and procedures fully implemented
- Ongoing support for early career teachers



Strategic Direction 3

A welcoming and inclusive school community

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Tenambit Public School continued to encourage high levels of involvement through community events and celebration of student achievement. The annual Art Show in 2016 was a great success with all levels of the school (students, parents, staff and community) getting involved in this fundraising effort. The school also hosted many events (e.g. Mother's Day, Father's Day, Easter Hat Parade, NAIDOC Week etc.) to highlight student achievement and links to the community.

Feedback from school surveys show a generally high level of community support for the school and its personnel. The P&C and School Council continued to have high levels of involvement with school planning and decision-making. The school executive were keen to involve all stakeholders in the decision making process, particularly as more funding and decision making is afforded to the school through the Local Schools, Local Decisions (LSLD) and Resource Allocation Model (RAM) of funding. The school continued to manage Department of Education reforms in an efficiently and timely manner, meeting all deadlines and requirements. The school executive has identified a need to review the school's scope and sequences in line with BOSTES accreditation requirements and this was implemented in 2016. The focus in the use of "milestones" to monitor and record progress of strategic planning and progress allowed timely and strategic implementation of programs.. In 2016 a 'tiered leadership' initiative was adopted at the school. The initiative aimed to encourage staff members to take on extra responsibilities outside the classroom, and particularly support those staff members who may aspire to higher levels of leadership. Particular aspects of school leadership were identified and given priority according to complexity and workload. This leadership initiative has given staff an opportunity to experience new learning and gain new skills. This leadership initiative has continued in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>School will achieve high levels of student, parent and staff satisfaction on Tell them from me Survey results, commensurate or better than state norms.</p> <p>2015 Data:</p> <p>Students: Positive Self belonging: 67%</p> <p>Parents: Inclusive School Domain: 85% (8.5)</p> <p>Staff: Learning Culture: 82% (8.2)</p> <p>100% of all school planning is developed collaboratively and reviewed each term through milestones</p>	<p>High levels of parent, staff and student satisfaction on survey data (TTFM)</p> <p>Provision of many extracurricular activities for students</p> <p>Improved communication strategies through online platforms</p> <p>High leverage community events planned and held through 2016– special days, assemblies.</p> <p>School plan and milestones developed</p> <p>Extensive school collaborative planning , consultation and evaluation of school improvement directions and needs.</p> <p>Completion of TTFM surveys: student, parent and staff</p> <p>Monitoring of school planning as a whole staff.</p>	<p>Employment of a Community Liaison Education Officer (CLEO) 0.6 FTE to provide links between school and home.</p> <p>Planning and resourcing of community engagement days such as PBL assemblies, NAIDOC week, Mother's Day, Father's Day, Grand friend's Day, Easter Hat Parade and promotional events.</p> <p>Additional release of executive staff to formulate and develop school plans and participate in External Validation.</p> <p>\$12,000</p>

Next Steps

Welcoming and open classrooms

- Strengthen ways to strengthen authentic relationships with community groups ie: Mindaribba, Arts Society
- Continue school promotion and vision for improvement
- Continue communication strategies to inform and engage– Facebook, twitter, school website

Management Practices and Processes, DoE reforms

- Effective use of milestones to monitor and drive school improvement
- Revise school policies/procedures in line with new BOSTES accreditation
- Support for school staff in the implementation of DoE reforms (LMBR)

Leadership

- Continue tiered leadership project
- Development and implementation of Aspirants Program for Aspiring Leaders
- Support for teachers striving for permanency

School Resources

- Continue to refine school financial management new procedures with SAP
- Continue to improve school facilities and resources
- Resourcing for Future Focused learning



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Reduction of the number of students identified 'at risk' and significant improvement in literacy and numeracy benchmarks</p> <p>Strong local links to Aboriginal groups e.g. AECG, Mindaribba and council</p> <p>Personalised Learning Plans developed and implemented for identified students</p> <p>Significant attendance rate improvements for some students and families</p> <p>Improved transition process for Year 6 students entering high school</p>	<p>SLSO support provided to identified students for wellbeing, learning support and extension.</p> <p>After school homework program funded and resourced through purchase of materials and resources and employment of teaching staff and SLSO staff. \$7170</p> <p>Funding support for students needing additional support for learning at school through provision of SLSO, intensive support programs</p> <p>\$40,040</p>
English language proficiency	<p>Significant support afforded to students with an ESL background in Literacy and Numeracy</p> <p>ESL profiles and reports completed for identified students</p> <p>Significantly improved literacy and numeracy levels for students with English as a second language.</p>	<p>Engagement of a teacher to provide intensive English Language programs to identified students.</p> <p>0.2 FTE + \$6,963</p>
Low level adjustment for disability	<p>Student need and referral for support are well known throughout the school</p> <p>SLSO support in classrooms has reduced student behaviour referrals and improved overall literacy and numeracy outcomes</p>	<p>Funding expended on provision of Learning Support for identified students to support learning at school.</p> <p>\$35,180</p>
Quality Teaching, Successful Students (QTSS)	<p>Supervisory practices strengthened throughout the school with mentor teacher program resulting in stronger pedagogical practices in all teachers.</p>	<p>Additional release time of mentor teachers to work with those teachers seeking to acquire additional skills.</p> <p>17,500</p>
Socio-economic background	<p>Improved home/school communication, strong community partnerships and parent involvement in the school</p> <p>Additional staff training in literacy and numeracy instruction</p> <p>Establishment of a supported learning class with reduced disengagement and improved student outcomes</p> <p>Transition programs improved and successful transition to high school</p> <p>SLSO support available to students with additional needs</p> <p>Better and fairer access to technology across</p>	<p>Employment of 0.6 Community Liaison Officer to provide a support link between home and school.</p> <p>Additional staffing employed to support students both teaching and SLSO.</p> <p>\$282,385</p>

<p>Socio-economic background</p>	<p>the school</p> <p>Additional resources have helped teachers engage students in their learning</p> <p>Student assistance has provided equity across the school.</p> <p>School events and resources can be catered and resources purchased</p>	<p>Employment of 0.6 Community Liaison Officer to provide a support link between home and school.</p> <p>Additional staffing employed to support students both teaching and SLSO.</p> <p>\$282,385</p>
<p>Support for beginning teachers</p>	<p>Beginning Teachers supported through induction program, working with identified mentor colleagues and participating in additional professional learning to enhance skills in identified areas.</p>	<p>Additional staffing to provide release to both beginning teacher and mentor teacher.</p> <p>Additional professional development specific to individual need.</p> <p>\$27,000</p>
<p>Early Action for Success</p>	<p>Improved K–2 pedagogies and support for students identified requiring additional support</p> <p>Individual support for students in literacy and numeracy</p> <p>Language/speech assessments completed for identified students and referrals completed</p> <p>Guided reading material and numeracy equipment purchased for all classrooms</p> <p>TPL in L3 and TEN to support classroom teachers</p>	<p>Engagement of additional teaching staff in an interventionist role, SLSOs to support learning in classrooms, professional learning for teaching staff to support students</p> <p>Additional resource purchasing</p> <p>Training of school staff in L3 and TEN, literacy and numeracy strategies</p> <p>\$165,264</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	188	179	177	171
Girls	156	171	179	186

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	93	93.1	91.6
1	93.1	93.2	92	91
2	93.6	93.6	93.9	90
3	91.1	94.2	93.6	92.6
4	92	92.6	92.6	93
5	91.6	93.8	91.4	92.5
6	95	89.9	90	91.9
All Years	92.7	92.9	92.4	91.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.47
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	3.92
Other Positions	2.73

*Full Time Equivalent

2 staff members identify as Aboriginal.

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	20

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2016 have been aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing. 100% of professional learning funds have been expended on these programs.

The school planned and conducted five (5) staff development days over 2016. Training and development in 2016 for staff centered on:

Early Years: Best Start

Literacy: Explicit Direct Instruction, L3, Spelling, Writing, Handwriting and Seven Steps Writing;

Numeracy: TEN training for staff, Thinking While Moving, concept acquisition, mental computation, problem solving;

Wellbeing: PBL, and supporting students with challenging behaviours ;

Syllabus Implementation: English, Mathematics, Science, Geography, History;

Mandatory training included anaphylaxis, asthma management, child protection updates, chemical handling, first aid and CPR;

100% of staff members engaged in mandatory and elective professional learning activities;

A total of \$38, 643 was spent on teacher professional learning.

2 of staff are currently 'new scheme teachers' who are working towards or maintaining professional competence.

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

Financial information

This summary financial information covers funds for operating costs to the end of 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward represents an amount necessary to cover costs associated with financial commitments incurred in 2016. A significant portion of these funds are tied grants that can only be used for a specific purpose and funds held in trust. Funds are also set aside to cover the cost of replacing assets and unexpected expenditures. Canteen income is not reflected in the school accounts as it is run by the P&C Association. A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the School's P&C, our school's parent body. Further details concerning the statement can be obtained by contacting the school.

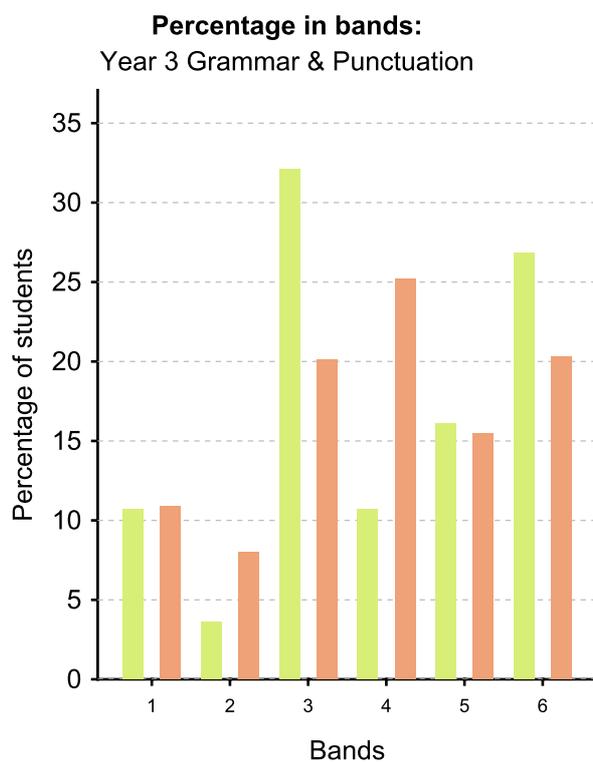
Income	\$
Balance brought forward	279 771.00
Global funds	290 357.00
Tied funds	840 672.00
School & community sources	84 683.00
Interest	7 798.00
Trust receipts	41 157.00
Canteen	0.00
Total income	1 544 438.00
Expenditure	
Teaching & learning	
Key learning areas	10 000.00
Excursions	49 936.00
Extracurricular dissections	19 735.00
Library	4 233.00
Training & development	110.00
Tied funds	681 820.00
Short term relief	60 121.00
Administration & office	81 925.00
School-operated canteen	0.00
Utilities	46 587.00
Maintenance	39 741.00
Trust accounts	35 144.00
Capital programs	96 211.00
Total expenditure	1 125 563.00
Balance carried forward	418 875.00

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.

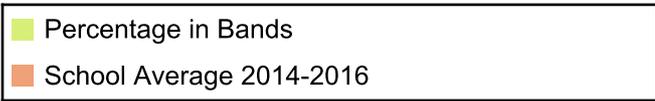
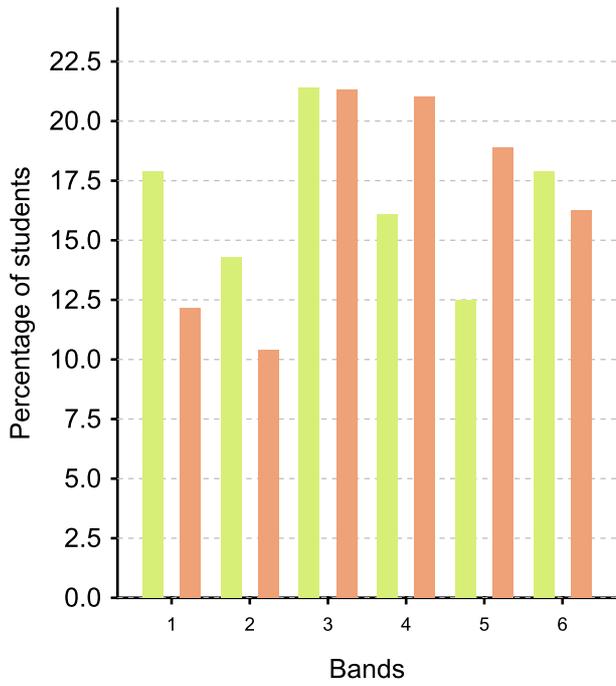
School performance

NAPLAN

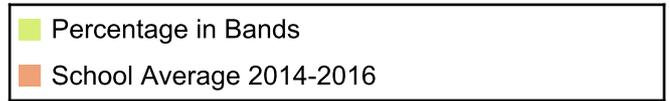
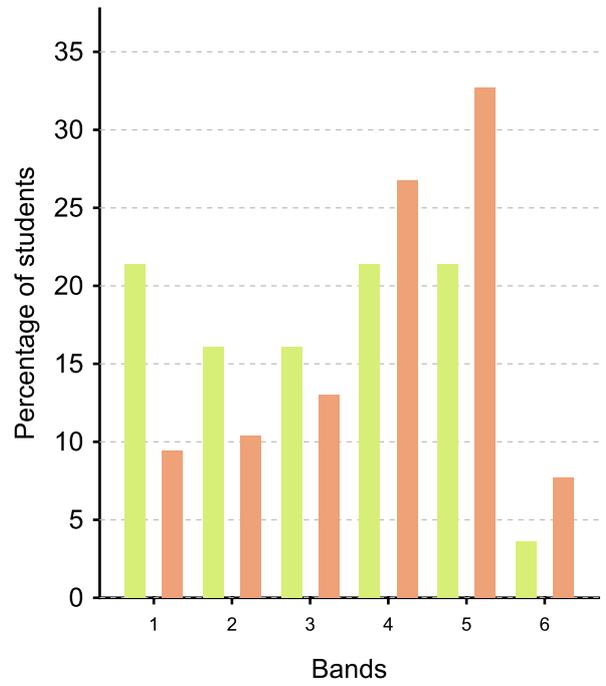
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



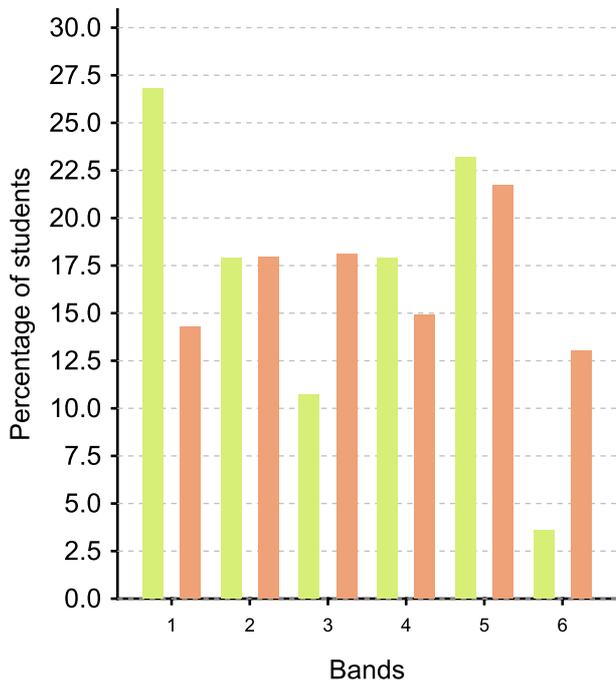
Percentage in bands:
Year 3 Reading



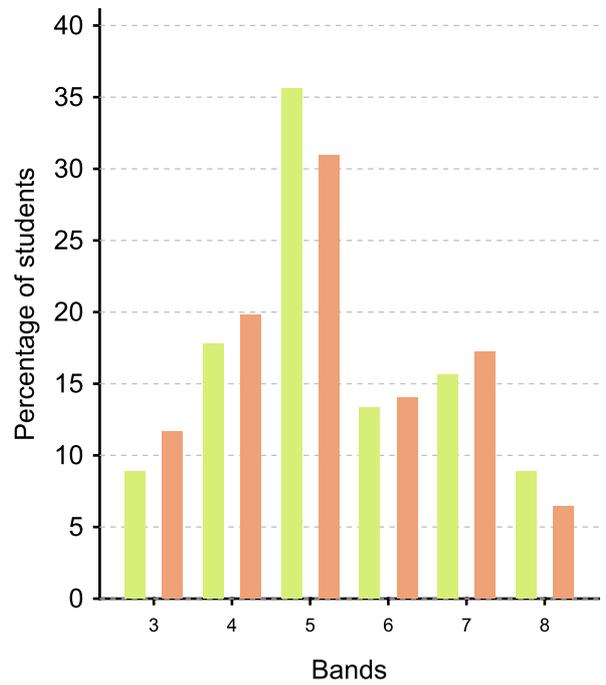
Percentage in bands:
Year 3 Writing



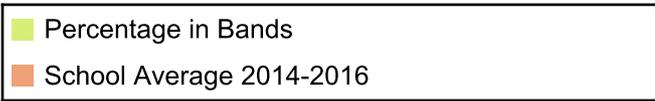
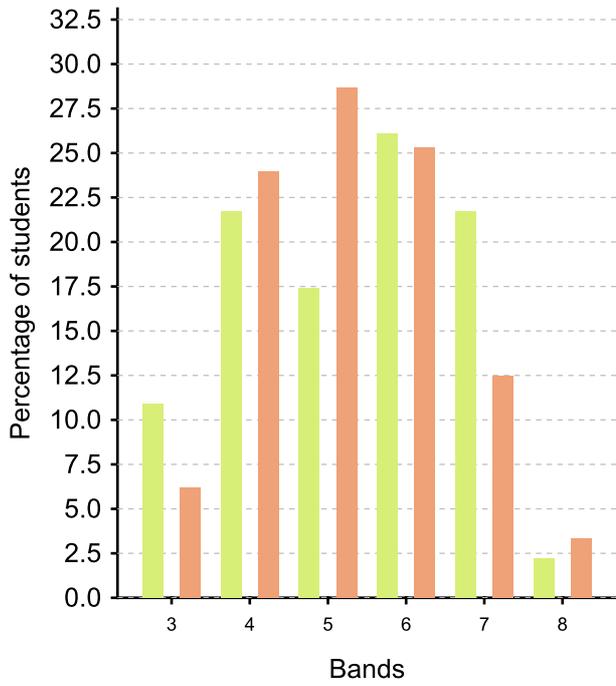
Percentage in bands:
Year 3 Spelling



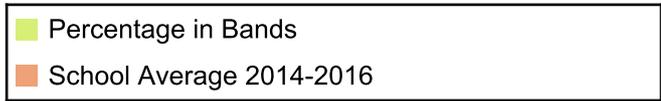
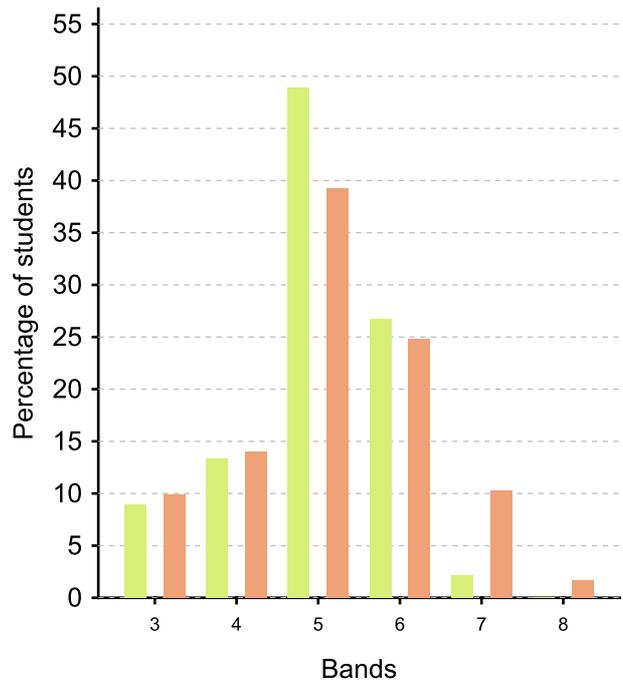
Percentage in bands:
Year 5 Grammar & Punctuation



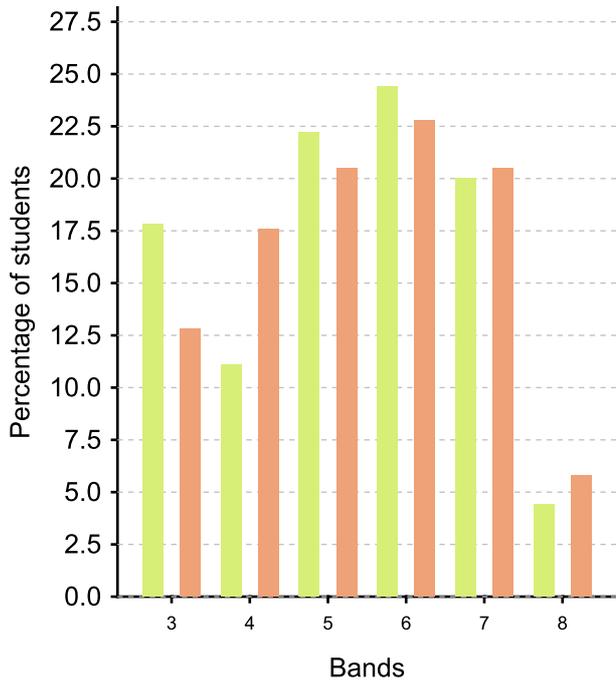
Percentage in bands:
Year 5 Reading



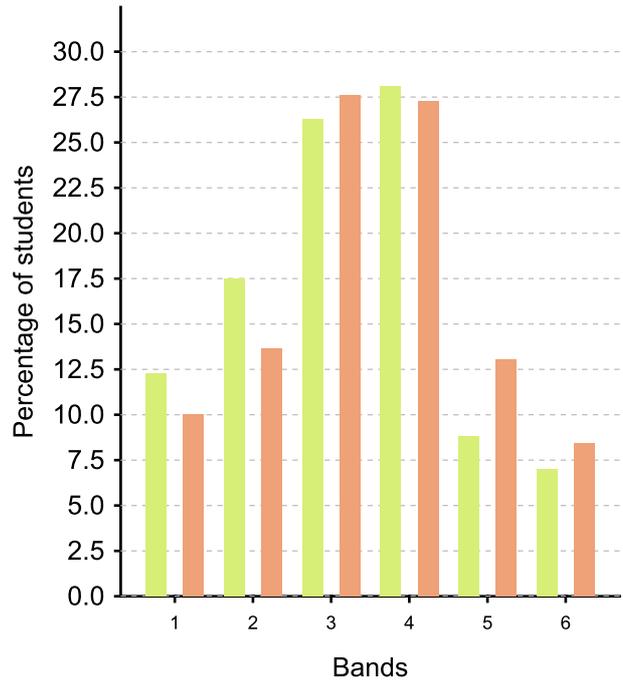
Percentage in bands:
Year 5 Writing



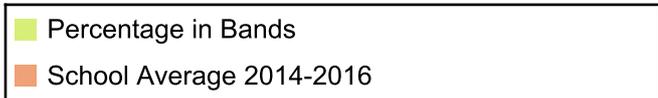
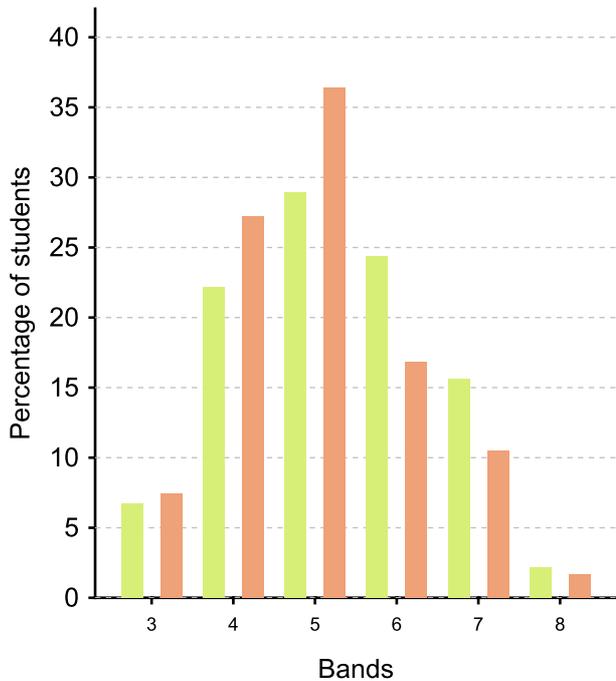
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Below are some comments from parents in regard to the following question:

Do you value the current well-being policy operating in the school (Positive Behaviour for Learning)?

Yes. A very positive learning tool

I think its great and my autistic kids love the structure

Yes, the school have 5 stars implemented and it works well for the children with positive behaviour with their learning.

Yes, it is important for children to learn that everyone must have a minimum for behaviour so that everyone can be in a safe learning environment.

Yes I value positive policy's on wellbeing of mine and other students

Yes. However, I'm sometimes surprised and concerned about occurrences of negative behaviour retold to me by my young children. I understand and appreciate that not all instances of poor behaviour are witnessed by teachers and staff and are therefore difficult to respond to but some the rules around some behaviours seem a little relaxed, particularly with the older kids. For consistency, the rules and consequences of not following them should be applied equally to all ages.

Yes, PBL is important ad needs to remain consistent.

Yes. It is an easy to remember 5 star program that my child follows and uses outside of school as well.

I have been very impressed with this school since my girls have been involved and that's been since 2005. Any issue I have had which has been hardly any have been resolved professionally and straight away

Our school has very positive behaviour and wellbeing policy. The children have daily affirmation of the week's positive behaviour lesson. I appreciate that the children are being taught to be better people today and tomorrow. These will be the leaders of tomorrow, our future.



Policy requirements

Aboriginal education

Aboriginal education

Tenambit Public School remains committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2016, fifty-two (52) students identified as Aboriginal. Highlights in 2016 include:

- Completion of Personalised Learning Plans (PLPs) for all students who identified as Aboriginal with meetings with families to support students goals
- Aboriginal Parent Education Committee to discuss and plan for Aboriginal education improvement
- Week-long NAIDOC celebrations including: Opening Ceremony, flag-raising, cultural performance, classroom activities and a special NAIDOC Week Assembly
- Implementation of a literacy and numeracy support teacher for Aboriginal students at risk
- Development of an Aboriginal Homework Club for students to encourage higher completion rate of homework
- Liaison with local land council Mindaribba and the youth liaison officer and regular staff attendance at local AECG meetings.

Readiness for School Programs

In 2016 the school ran an extended Kindergarten Readiness program for all indigenous and non-indigenous families in the zoned area. Pre-Kinder students came to school terms 2,3 and 4, once a week.

Engagement and Connections

In 2016 the school's Community Liaison Officer worked closely supporting our Aboriginal families, meeting with our Aboriginal community to support the school's students in a holistic manner.

As a result attendance was closely monitored and regular attendance was a focus of improvement across the school community.

Multicultural and anti-racism education

In 2016 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society. Key features included.

All students participated in Harmony Day activities which helped develop a greater understanding of the contributions made to our national identity by people from different backgrounds.

The school's Anti-Racism Contact Officer (ARCO) conducted information sessions with staff on the nature of racism and mechanisms for addressing racism.

The English as a Second Language (ESL) teacher developed specific programs to address the needs of students from non-English speaking backgrounds in Semester 1 and 2.