

# Tighes Hill Public School Annual Report



2016



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## Introduction

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

Tony Selwood

Principal

### School contact details

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### Message from the Principal

It is with pleasure that I present this year's Annual School Report for Tighes Hill Public School.

The school has continued to build upon existing programs and we have made considerable progress towards our short and long term goals.

There have been many important initiatives undertaken this year. Student outcomes have improved significantly. Our results in these core learning areas have shown a terrific improvement and many students have performed exceptionally well this year in national and school assessment tasks.

The school revised the student wellbeing policy, which saw a reshaping of our core school wide expectations. Respect, Responsibility and Quality have become the basis for our student wellbeing programs and all students have benefited from having clear expectations.

Our school concert band program is established and the students have benefited from having the opportunity to learn a musical instrument. The school continued to offer programs in dance, debating, drama and singing.

On the sporting field, students from Tighes Hill Public School continued to display fine sportsmanship and competed in many PSSA, local and regional sporting events. We had students represent at Zone, Regional and State level in many individual sports.

This Annual School report highlights just some of the significant programs, achievements and possible areas for further development in 2017. Tighes Hill Public School is committed to ensuring quality learning experiences for each and every child. The school review team has worked hard to examine our achievements and explore areas for improvement.

I take this opportunity to thank my students for all their hard work throughout the year, my dedicated and professional staff and my parent and community members who have supported the school to achieve great results.

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.

Tony Selwood

### Message from the school community

Tighes Hill Public School P&C is a hardworking, dedicated group fully devoted to support the school and its community.

With this aim in mind, fundraising in 2016 included Mothers and Fathers day stalls, two pie drives, raffles and the hugely successful school fete. All of which were well received by parents, students and staff of the school. The proceeds from these events went towards subsidising K–6 excursions and the purchase of new books for the library. Book prizes for Presentation Day were also purchased by the P&C, as was a small gift for all outgoing year 6 students from 2014, in the form of an inscribed pen. The P&C also donated to the school to pay for school essentials.

A huge thank you to all members of the 2016 P&C for their efforts during the year.

Ben Collis – P&C President

### **Message from the students**

The Student Representative Council (SRC) consisting of our Y6 student leaders and two representatives from each class supported and raised money for several charities and whole school initiatives in 2015. Beginning in Term 1 we held a Camp Quality Fun Day which raised over \$750. This included a mufti day, pizza lunch and lunchtime Talent Quest. We held a pyjama and crazy hair day in Term 2 to support Stewart House Children's Charity which raised over \$400. In Term 3 we supported Jeans for Gene's day raising over \$300.

During term 3, the SRC held a Fabulous Friday Fundraising Frenzy to support and raise money for our school aerobics team, the Sapphires. This included a mufti day, lunchtime disco, pizza day and cake stall. All money raised went towards subsidising the costs of our aerobics students travelling to various places around the state.

This year we held two school discos which were both greatly successful. The money raised from the discos will be used to purchase technology and sound equipment for our upper hall.

Our SRC relies upon the generosity and support of our wonderful school community who enable our school to provide the opportunities aforementioned and instil a culture of philanthropy.

## School background

### School vision statement

At Tighes Hill Public School we believe in “Educating for Excellence” within an inclusive environment so that students become independent, resilient and technologically creative learners for a modern global society who are prepared to embrace 21st century changes to build our community for today and tomorrow.

### School context

Tighes Hill Public School has an enrolment of 319 students and is located in an inner city suburb of Newcastle in the Hunter Region of New South Wales. The school has a dynamic learning community with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. The school priority areas are literacy, numeracy, technology and innovative professional learning. The school is committed to Language, Learning and Literacy (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN), and individual plans for supported students. The school is dedicated to engaging 21st Century learners through embedded technologies across all curriculum areas. The staff and parents enjoy a positive relationship, actively promoting the school and its students.

## 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. 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.

This year, our staff at Tighes Hill Public School have actioned the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

Our self-assessment 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

Excellence in Learning Outcomes – Developing a culture of collaboration, educational innovation, educational leadership & learning engagement.

### Purpose

To provide an excellent standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

### Overall summary of progress

During 2016 all staff undertook training in new BOSTES Syllabuses (English, Mathematics, Science, History and Geography) to ensure students were given relevant and challenging learning experiences. The use of digital technologies was a focus throughout the year. The Bring Your Own Device (BYOD) strategy was introduced into the Opportunities Class (OC) to ensure students had equitable access to technology and to support their learning in the classroom.

All staff were supportive of the weekly and termly programming model which saw a greater focus on individualising student learning and documenting learning adjustments for students requiring additional support. This programming model will be continued in 2017. A timetable trial in Term 2 2016 improved access to Learning and Assistance Teaching (LAST) and will be continued to help students who require additional assistance.

Programs in literacy and numeracy were provided for students with additional needs. The 'Mini Lit' program was provided to all identified students and some children were given extra 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.

Training and teacher professional learning in L3, Focus on Reading (FoR) and TEN's provided students with additional support in literacy and numeracy. The 'uninterrupted literacy' and 'uninterrupted numeracy' concept was adopted in Term 2 with high levels of support from students and teachers. 'Ignition warm up activities' to move information and knowledge to long term memory has also been a feature of the school's focus.

Assessment and reporting processes were further consolidated through two written reports to parents throughout the year and two parent – teacher interviews. Student feedback was a focus and this will also be an area for further development to encourage greater student reflection and evaluation of learning strengths and needs.

The School wellbeing approach across the school provided clear expectations of student behaviour.

### 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"> <li>Staff programming and teaching displaying differentiation of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of staff undertook extensive training for L3 , FoR &amp; TEN's depending on their stage level</li> <li>* Evidence of extensive teacher collaboration and satisfaction collected through survey feedback</li> <li>* PL for 100% teachers in using PLAN * 2 additional staff trained in L3 S1</li> <li>* ES1 teachers using Best Start for programming, assessing and reporting</li> <li>* All staff (100%)using PLAN</li> <li>* 70% of all students K–2 have moved at least two writing clusters</li> <li>* 85% of Year 3–6 students moved one writing cluster on the Literacy Continuum in 2016.</li> </ul>	Literacy & Numeracy K–6 funding \$12,000

## 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"> <li>Staff programming and teaching displaying differentiation of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* All required syllabus documents for 2016 have been implemented</li> </ul>	
<ul style="list-style-type: none"> <li>Successful assessment and planning of English and Maths using PLAN and the implementation of the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of staff undertook extensive training for L3 , FoR &amp; TEN's depending on their stage level</li> <li>* Evidence of extensive teacher collaboration and satisfaction collected through survey feedback</li> <li>* PL for 100% teachers in using PLAN * 2 additional staff trained in L3 S1</li> <li>* ES1 teachers using Best Start for programming, assessing and reporting</li> <li>* All staff (100%)using PLAN</li> <li>* 70% of all students K–2 have moved at least two writing clusters</li> <li>* 85% of Year 3–6 students moved one writing cluster on the Literacy Continuum in 2016.</li> <li>* All required syllabus documents for 2016 have been implemented</li> </ul>	Quality Teaching, Successful Students (QTSS) (\$5000.00)
<ul style="list-style-type: none"> <li>Demonstrated growth using average data over a three year rolling period from years 3 to year 5 to year 7 in NAPLAN Literacy and Numeracy.</li> </ul>	Closely monitored NAPLAN, school based assessment results, PLAN data to analyse student performance in Literacy and Mathematics. Developed targeted programs to improve in these areas as required throughout 2016	Literacy & Numeracy K–6 funding \$12,000
<ul style="list-style-type: none"> <li>80% or above of all students K–2 will move at least two writing clusters and all Year 3–6 students moving one writing cluster on the Literacy Continuum each year.</li> </ul>	Closely monitored NAPLAN, school based assessment results, PLAN data to analyse student performance in Literacy and Mathematics. Developed targeted programs to improve in these areas as required throughout 2016	Purchase of time to release staff to review documents, work collaboratively, plan future strategies and processes to achieve desired outcomes/milestones.

## Next Steps

The school plan for 2017 will look at possible further improvements in the following areas:

### Innovative Curriculum Implementation

- Greater emphasis on cultural diversity and links to community organisations
- Explore and strengthen the role of library and research skills in the school

### Wellbeing for Learning

- Continue consistency of application in Wellbeing policy across the school
- Improve attendance monitoring and follow up – part of LST/executive structures

## **Curriculum Differentiation and Programing**

- Gifted and Talented Students (GATS) policy and procedures evaluated and revised
- Sustain and explore extra-curricular activities e.g Choir, gym, dance, band, Unload Creative writing
- Implementation of NSW for Australian Curriculum History Syllabus
- Planning for implementation of NSW for Australian Curriculum Geography Syllabus
- Review implementation of NSW for Australian Curriculum Science Syllabus to build staff confidence and ability.
- Outside schools L3 walkthroughs

## **Assessment and Reporting**

- Improve feedback to parents re student achievements
- Revision of 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

Quality Teaching & Leadership – Developing and embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

### Purpose

To continue to improve the quality of teaching in every classroom through reflection of practice, peer modelling and 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

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction, based on the research of Professor John Hattie.

All teachers have been trained in three important literacy and numeracy initiatives – Targeting Early Numeracy, L3 and Focus on Reading. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff.

Staff feedback through the Tell Them From Me Survey (2016) showed overall strong levels of satisfaction with the school and its programs. All eight surveyed areas were above state averages with Tighes Hill Public School teachers identifying collaboration (9.2/10), inclusive school (8.8/10) and Learning culture (9.2/10) as strengths of the school. Teachers identified technology as an area for whole school and personal development.

Support for teacher accreditation and early career teachers was also a feature of the school's commitment to supporting teacher innovation and competency.

The Tighes Hill Wellbeing policy continued to be a strong system for encouraging students to feel safe, valued and positive about their schooling experience. Over 90% of students received the 'Mastery' certificate throughout 2016, indicating a high level of student behaviour and self-direction. The explicit values lessons developed in 2015 to support the wellbeing document need to be consistently delivered. There is a need to ensure these lessons are more consistently applied and taught throughout the school. 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)
Successful introduction of BYOD into more classes and results of surveys	Students and staff surveyed on the implementation of the BYOD project across the classes.	(\$2500.00) Use of TPL & Technology funds to action these activities.
<ul style="list-style-type: none"> <li>Improved outcomes and results of students in ICAS digital technologies and NAPLAN</li> </ul>	Measurable improvement in 2016 results in ICAS digital Technology from 2015 data.	Use of TPL & Technology funds to action these activities.
<ul style="list-style-type: none"> <li>Executive staff attainment of professional learning goals (standards).</li> </ul>	Surveyed all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals.	TPL \$2000
<ul style="list-style-type: none"> <li>Reduction of time spent in the administrative, financial, communication and</li> </ul>	Full implementation of LMBR and regular monitoring from the deployment team throughout 2016 with a focus on day-to-day operation of SAP and SALM activities across the school. Weekly	LMBR deployment allocation – 15 SASS days of relief cover for training

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
organisational workflows of the school due to the new LMBR/SALM software.	meeting with the principal and SAM to ensure all tasklist activities were successfully completed and the delivery milestones were achieved.	
Staff programming and teaching displaying differentiation of curriculum.	Class programs to Stage supervisors. Review planning documents generated in 2015 which linked National Curriculum to syllabus for Numeracy and Literacy. Classroom observations with clear target/focus on differentiated practice.	Teacher Professional Learning \$3000
Effective management of Digital Citizenship and cyber safety issues.	Classroom observations with clear target/focus on differentiated practice. Students and staff surveyed on the implementation of the BYOD project across the classes.	Use of TPL & Technology funds to action these activities.
All executive staff leading their teams with a focus on collective efficacy.	Surveyed all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals. Exec class programs to principal for review.	TPL \$1500
Successful assessment and planning of English and Maths using PLAN and Australian Curriculum.	PLAN data submitted termly and reviewed by executive. Class programs to Stage supervisors. Review planning documents generated in 2015 which linked National Curriculum to syllabus for Numeracy and Literacy. Classroom observations with clear target/focus on differentiated practice. 100% of staff undertook extensive training for L3, FoR & TEN's depending on their stage level. Evidence of extensive teacher collaboration and satisfaction collected through survey feedback. PL for 100% teachers in using PLAN. 2 additional staff trained in L3 S1. ES1 teachers using Best Start for programming, assessing and reporting. 70% of all students K-2 have moved at least two writing clusters. 85% of Year 3-6 students moved one writing cluster on the Literacy Continuum in 2016. All required syllabus documents for 2016 have been implemented	Literacy & Numeracy K-6 funding – \$12440.12

## Next Steps

### Innovative Pedagogy, teacher reflection and collaboration

- Continued implementation of L3, TEN's & FoR
- Staff training in data mining and understanding of how to utilise data and related resources e.g SMART resources

### Effective and Supportive Classroom Practice

- Improve student feedback systems/strategies
- Continue TPL in THPS Wellbeing policy L3, TEN's & FoR
- Encourage staff innovation and proficiency through PDF processes and feedback
- Continue to provide extracurricular activities for students: Sports, arts, academic

### Support and Supervision of Teaching Performance –Executive capacity building

- Performance Development Framework policy and procedures fully implemented
- Ongoing support for early career teachers
- Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence based teaching focussed on impact and growth.
- Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan

ongoing student learning growth.

## Strategic Direction 3

Stronger Community Partnerships – Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens.

### Purpose

To develop partnerships within our community with the aim of engendering support for the development and wellbeing of our students and their families. In particular, the development of partnerships between our school and our indigenous families to work together as a learning community to give all our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

### Overall summary of progress

Tighes Hill Public School continued to encourage high levels of involvement through community events and celebration of student achievement. The Term 3 annual Creative and Performing Arts Showcase and Art Exhibition in 2016 was a great success with all levels of the school (students, parents, staff and community) getting involved. The school also hosted many events (e.g. P&C Fete, 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 consistent high level of community support for the school and its personnel. The P&C continued to have high levels of involvement with school planning and decision-making.

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. This review will take place in 2017. Another area for focus is the use of "milestones" to monitor and record progress of strategic planning and progress.

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 will continue in 2017.

### 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"> <li>To promote school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential.</li> </ul>	<p>Surveyed and conducted focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes. 75% of parents attended interviews in 2016 up from 58% in 2015. 80% of Aboriginal families fully engaged in the PLP processes up from 70% in 2015. 90% of Kindy Club parents attended at least two sessions of Kindy Club to support their children in the process. This was an increase from 80% in 2015. School plan and milestones developed. Extensive school collaborative planning, consultation and evaluation of school improvement directions and needs. Completion of TTFM surveys: student, parent and staff. Monitoring of school plan.</p>	<p>Socio-economic background (\$13210.00)</p> <p>\$2000 – RAM</p> <p>Aboriginal background loading (\$4000.00)</p>
<ul style="list-style-type: none"> <li>To increase student attendance to over 96%.</li> </ul>	<p>Reviewed attendance data and procedures throughout 2016 to achieve this target.</p>	<p>Exec meeting agenda item (fortnightly)</p>
<p>To attain a ratio of referrals 1:3 negative to positive student behaviours as recorded on SENTRAL.</p>	<p>SENTRAL wellbeing data indicates 2016 had a ratio of 4:1 (negative to positive) student behaviours – Although this is a reduction from the previous year (6:1) more emphasis needs to be placed here in 2017</p>	<p>Computer Coordinator Allocation funding – SENTRAL – \$2500</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase parent/carer engagement in supporting their child's learning as evidenced by attendance at parent interviews and PLP processes.	75% of parents attended interviews in 2016 up from 58% in 2015. 80% of Aboriginal families fully engaged in the PLP processes up from 70% in 2015. 90% of Kindy Club parents attended at least two sessions of Kindy Club to support their children in the process. This was an increase from 80% in 2015. School plan and milestones developed. Extensive school collaborative planning, consultation and evaluation of school improvement directions and needs. Completion of TTFM surveys: student, parent and staff. Monitoring of school plan.	RAM Equity for Aboriginal Background – \$4000
Improved social and emotional wellbeing and skills for life for every student.	Parent and community attendance data at interviews and PLP meetings. Survey (TTFM) and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.	\$2000 – RAM

## Next Steps

### Welcoming and open classrooms

- Examine ways to strengthen authentic relationships with community groups
- Continue school promotion and vision for improvement
- Continue communication strategies to inform and engage – online, school app, newsletter

### Management Practices and Processes, DEC reforms

- Better use of milestones to monitor and drive school improvement
- Revise school policies/procedures in line with new BOSTES accreditation

### Leadership

- Continue tiered leadership approach

### School Resources

- continue to refine school financial management – new procedures with LMBR/SAP
- Continue to improve school facilities and resources

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 1 – reduction of the number of students identified ‘at risk’ and significant improvement in literacy and numeracy benchmarks</p> <p>Strategic direction 3 – strong local links to aboriginal groups e.g. AECG – Personalised Learning Plans developed and implemented for identified students – Significant attendance rate improvements for some students and families – Improved transition process for Year 6 students entering high school</p>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$5 000.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 1 &amp; 3 – establishment of mini lit sessions with reduced disengagement and improved student outcomes</p>	<p>Purchase of a teacher(0.2) to deliver Kindy Club program.</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$15 000.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Survey all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals.</p>	<p>Teacher (0.2) per fortnight – semester 1 Teacher (0.2) per week – semester 2</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$30 000.00)</li> </ul>
<b>Socio–economic background</b>	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 3 – Highly successful Kindy Club program with full attendance.</p>	<p>Purchase a SLSO (0.2) to support program delivery.</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$14 784.00)</li> </ul>
<b>Support for beginning teachers</b>	<p>Monitoring of professional development of all teachers within stage teams, collaborative planning and mentoring processes with a focus on teachers seeking accreditation. Monitoring and evaluating quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments using continuums to improve student achievement.</p> <p>Strategic direction 2 – Beginning teacher program has ensured early career teachers are supported and have access to quality mentoring</p> <p>– Additional relief and professional learning time provided to beginning teachers</p>	<p>\$4000</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$4 000.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	122	137	151	165
Girls	116	122	126	154

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	95.7	95.5	96
1	95.1	95.5	94.4	95.7
2	95.9	95.9	94.2	96
3	93.5	96.3	95.3	94.6
4	90.9	92.8	95.7	95.4
5	90.9	94.1	95.1	95.4
6	94.8	93.9	93.4	94.6
All Years	93.9	95.1	94.9	95.4
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

### Management of non-attendance

Attendance in 2016 at Tighes Hill Public School was recorded electronically by the school's SENTRAL computer roll marking system. Attendance was monitored regularly throughout the year by the school executive to ensure students attended school. Students with unsatisfactory attendance were referred to the school's Learning Support Team and support to families and students was given when needed.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	1.1

\*Full Time Equivalent

Two staff members (teaching) in 2016 identified as Aboriginal. This represents approx 10% of the school teaching workforce.

### 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	15

### 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 centred on:

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.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>210 790.00</b>
Global funds	110 493.76
Tied funds	98 915.61
School & community sources	66 227.65
Interest	2 367.81
Trust receipts	4 145.10
Canteen	0.00
<b>Total income</b>	<b>492 939.93</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3 377.82
Excursions	14 748.26
Extracurricular dissections	32 401.32
Library	501.38
Training & development	1 379.32
Tied funds	119 279.20
Short term relief	20 664.20
Administration & office	48 375.68
School-operated canteen	0.00
Utilities	16 879.95
Maintenance	5 613.63
Trust accounts	14 223.66
Capital programs	0.00
<b>Total expenditure</b>	<b>277 444.42</b>
<b>Balance carried forward</b>	<b>215 495.51</b>

The information provided in the financial summary includes reporting from 14 June 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	453 769.65
(2a) Appropriation	399 807.20
(2b) Sale of Goods and Services	-1 057.50
(2c) Grants and Contributions	54 105.87
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	914.08
<b>Expenses</b>	-295 871.98
Recurrent Expenses	-295 871.98
(3a) Employee Related	-152 962.28
(3b) Operating Expenses	-142 909.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>157 897.67</b>
<b>Balance Carried Forward</b>	<b>157 897.67</b>

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The statements of receipts and payments exhibit an accurate view of the school's operations, cash balances and investments. The statements have been prepared in accordance with the directions issued by the Department of Education. Proper accounting records have been maintained. I am not aware of any circumstances which would render any particulars included in the statements to be misleading or inaccurate.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	2 122 474.16
Base Per Capita	15 079.61
Base Location	0.00
Other Base	2 107 394.55
<b>Equity Total</b>	92 700.51
Equity Aboriginal	14 096.65
Equity Socio economic	13 210.42
Equity Language	0.00
Equity Disability	65 393.44
<b>Targeted Total</b>	35 270.00
<b>Other Total</b>	186 788.99
<b>Grand Total</b>	2 437 233.66

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

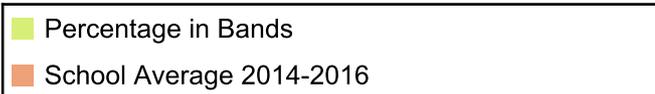
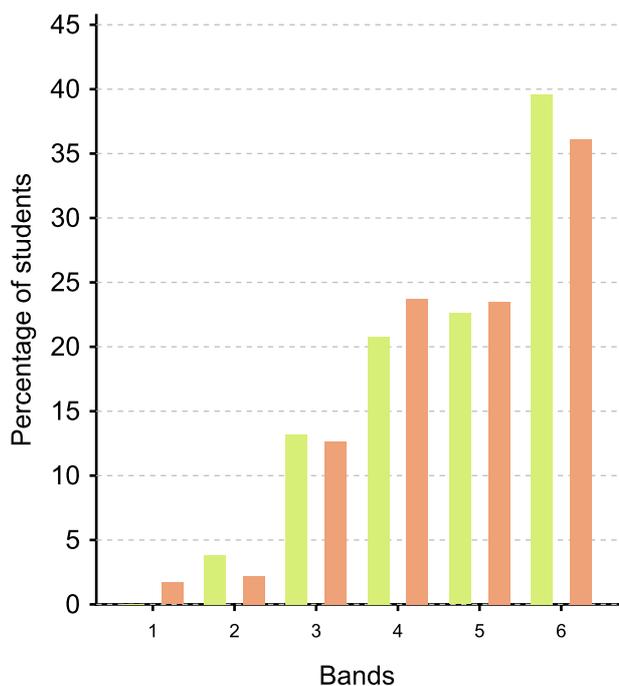
### NAPLAN

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.

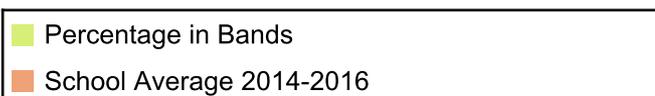
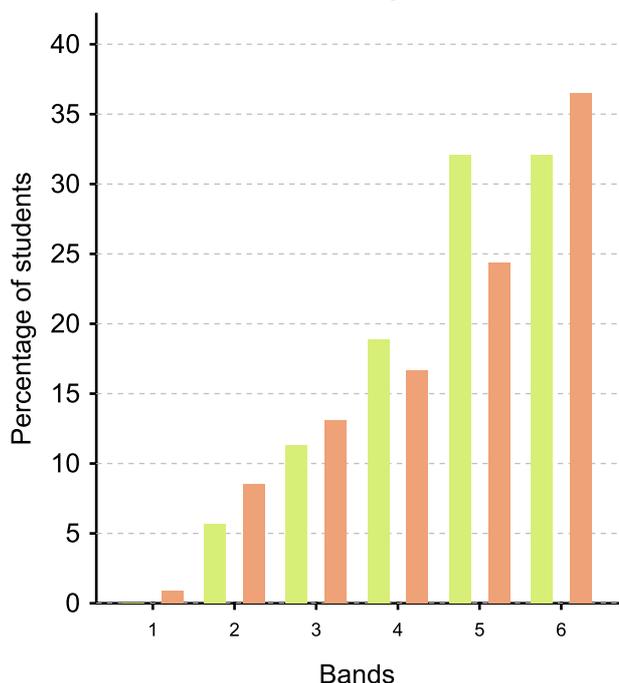
The 2016 literacy data shows the schools attainment levels in years 3 and 5 as result of taking part in this assessment process.

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.

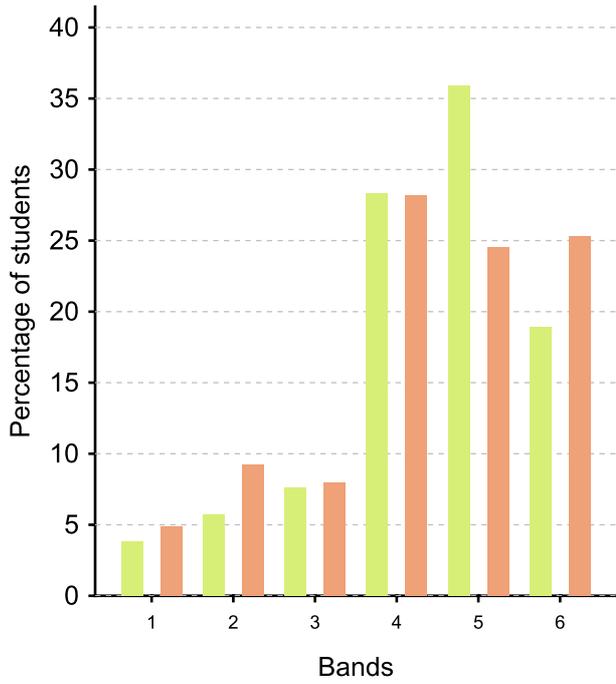
**Percentage in bands:**  
Year 3 Grammar & Punctuation



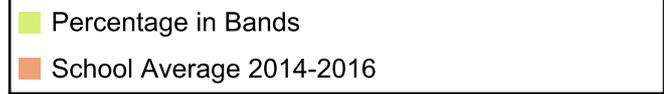
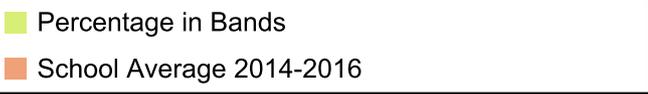
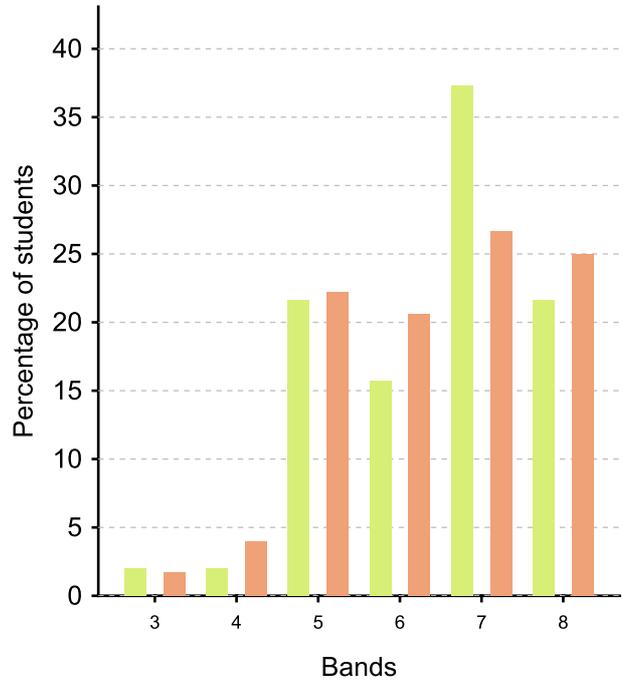
**Percentage in bands:**  
Year 3 Reading



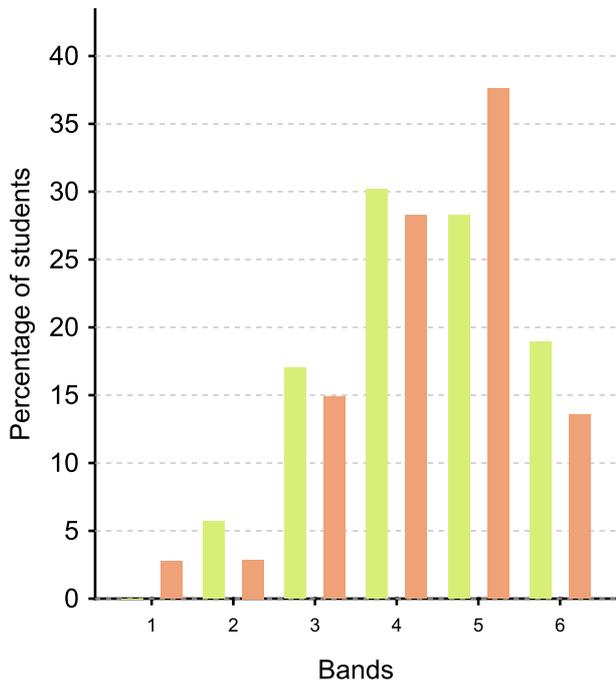
**Percentage in bands:**  
Year 3 Spelling



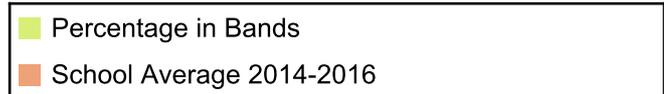
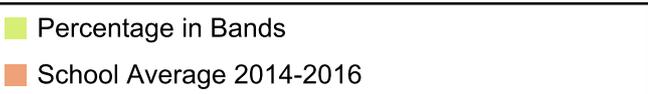
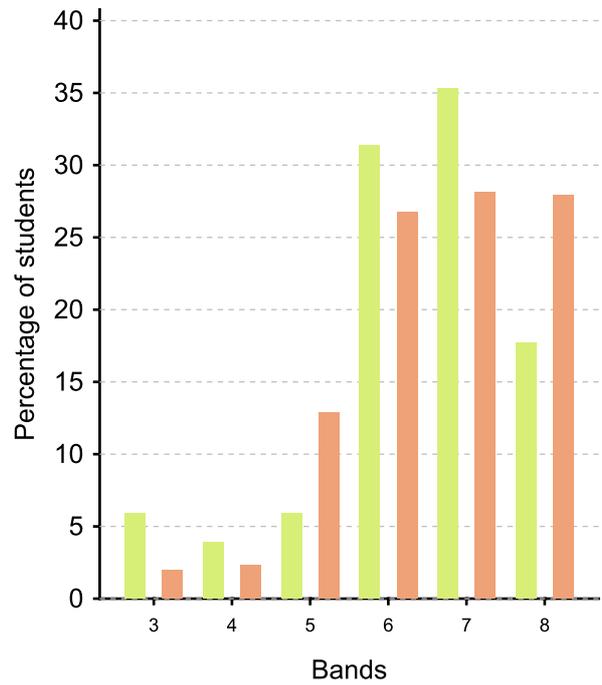
**Percentage in bands:**  
Year 5 Grammar & Punctuation



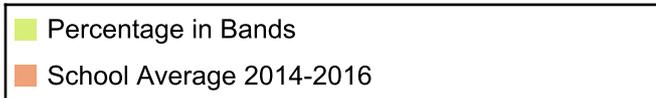
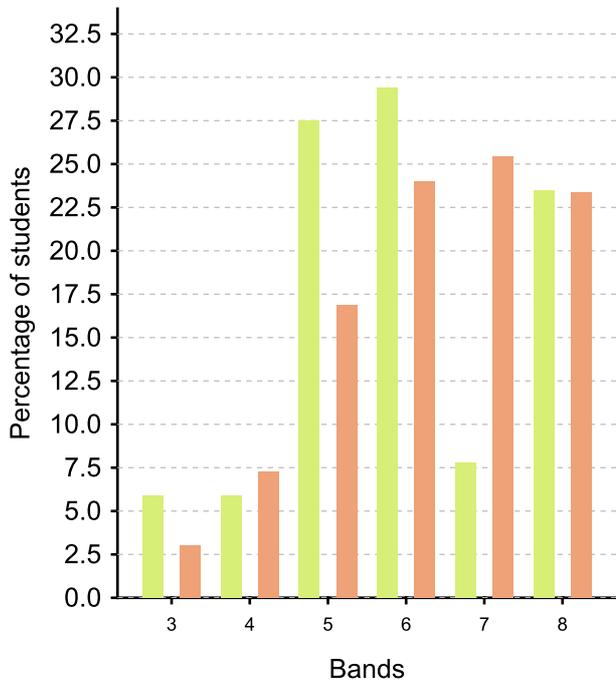
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

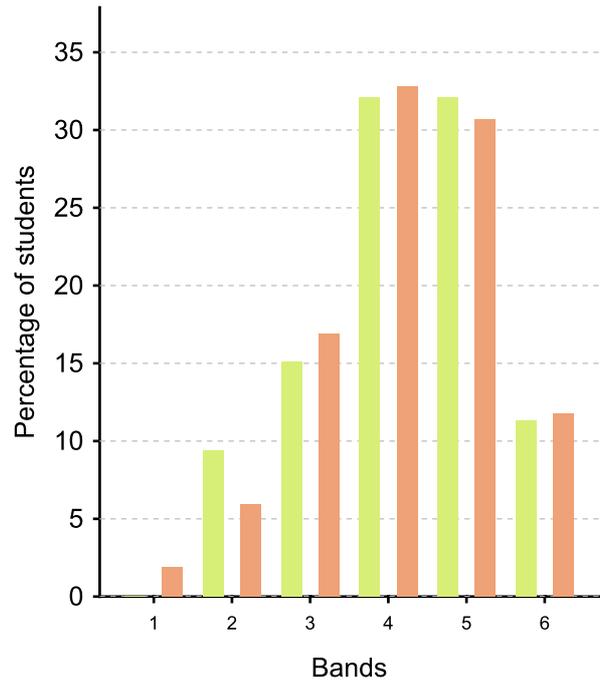


**Percentage in bands:**  
Year 5 Spelling

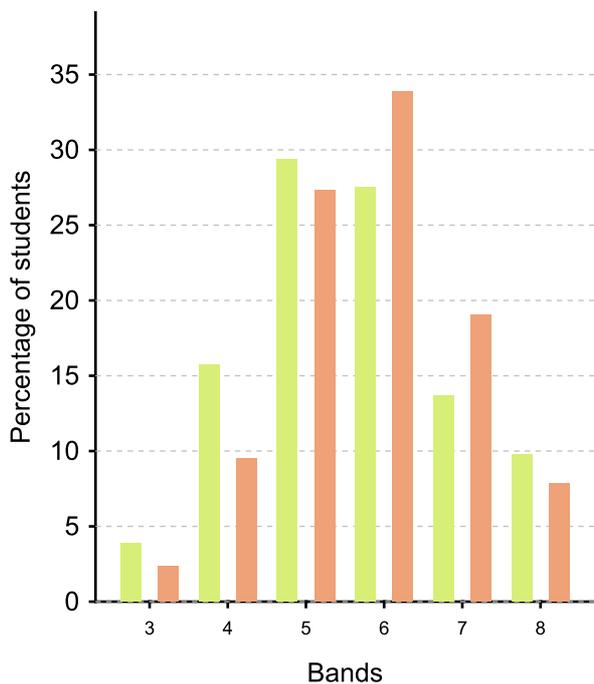


select GO to access the school data.

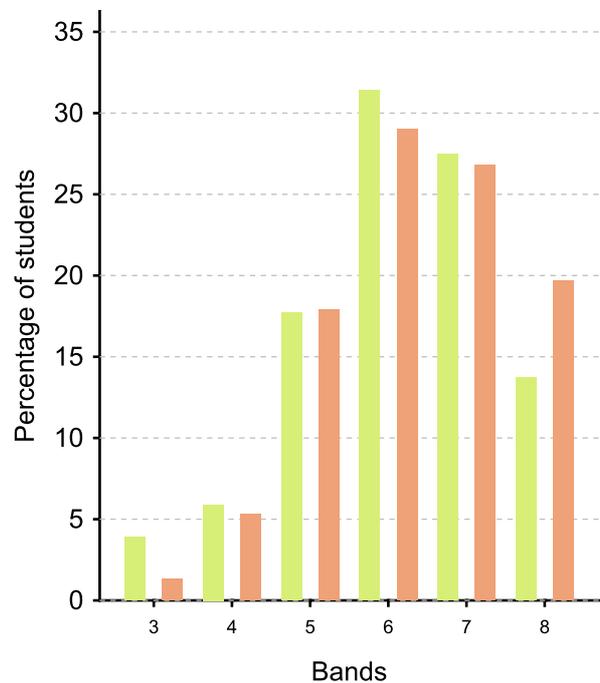
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The 2016 numeracy data shows the schools attainment levels in years 3 and 5 as result of taking part in this assessment process.

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

In year 3, 4 Aboriginal students completed the NAPLAN assessments. 25% – 50% of these students placed in the proficient bands across the assessments.

In year 5, 4 Aboriginal students completed the NAPLAN assessments. 25% – 50% of these students placed in the proficient bands across the assessments.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents are overwhelmingly supportive of the school's educational programs.
- Community participation continues to be high in all forums.
- Student evaluations indicate positive engagement in learning.
- Staff participation in all school programs demonstrates a high level of commitment to the school and its students.
- Student participation in school activities continues to be high.
- Staff collegiality levels are high.

## Policy requirements

### Aboriginal education

Naidoc Week celebrated in week 9 Term 2. This was an all-day event. All Indigenous students spoke at the ceremony and The Hunter Performing Arts High School told Dreamtime stories through a dance performance. The ceremony was followed by all students (K–6) taking part in workshops that were run by the High School Students. Classes rotated to activities including; Traditional and Contemporary Dance, Didgeridoo, face painting, singing and storytelling. A very successful day with great feedback by both schools.

The Tighes Hill Aboriginal Program was taught across all stages of Learning for ten weeks in term 4 delivered by The Wakagetti Dance Company. This program covers a variety of Aboriginal perspectives.

Aboriginal Action Team Meetings: Held every term in week 4. Community, stage 3 students and teachers attend. Events and other items are discussed.

PLP's are now completed on SENTRAL & MGoals.

Culture Club runs once a week at lunch times. Cate Sheehan and Lyn Behsman deliver a program that is inclusive of all cultures and all students are encouraged to attend. Activities include Art and Craft etc.

Inclusivity is encouraged and practised at Tighes Hill Public School. Even our very young students understand the importance of accepting and celebrating individual differences. There is no dominant second language background cohort at Tighes Hill P.S.

Our school has a mix of students from many cultural backgrounds. Our students show tolerance and acceptance of others. We provide teaching in English for students with a language background other than English (LBOTE).

- Multicultural education is focused in integrated units of work and assists students in appreciating the diversity of our school.
- Our trained Anti-Racist Officers (ARCO) supports all students and staff with issues relating to racism. Their role is articulated regularly.

### Multicultural and anti-racism education