



Tottenham Central School

Annual Report



2016



3249

Introduction

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

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Amanda Thorpe

Principal

School contact details

Tottenham Central School

Merilba St

Tottenham, 2873

www.tottenham-c.schools.nsw.edu.au

tottenham-c.School@det.nsw.edu.au

6892 4006

Message from the Principal

2016 has been an action-packed, exciting, productive year. Staff have worked hard to ensure our school is always moving forward and trying new things to engage and inspire our students.

In our classrooms teachers have actively self-reflected on teaching practice and been involved in increased levels of professional learning. This has led to busy, productive classrooms with student outcomes constantly improving and proactive interventions for learning in place. Our staff have implemented changes to teaching and learning programs, assessment techniques and individualised learning programs. 2017 will see the introduction of the *Targeting Efficient Numeracy Strategies* program in K / 1, the implementation of new and improved video conference teaching strategies and tools in the *Western Access Program*, teacher professional learning in the delivery of effective feedback to students in the classroom and the introduction of a whole school approach to teaching comprehension.

We have introduced *Positive Behaviour for Learning* to ensure we have a positive school culture with firm expectations and a clear identity in place. Our school expectations, **excellence, respect and responsibility** were selected by students, staff and our school community and we feel very confident these expectations will carry us into the future and define who we are as a school.

Our students have enjoyed a range of educational excursions, including part day, full day and overnights. Our major excursions were the Infants excursion to the Western Plains Zoo, the 3–6 excursion to Red Hill and the secondary excursion to Tasmania. Other excursions have included the Science & Engineering Day, *Western Access Program* camp, a Virtual Excursion to Antarctica, numerous Vocational Education Training days and an excursion to a feedlot.

Culturally our students have enjoyed success and participation in academic competitions, cultural events and in debating and public speaking circles. Experiences have included Debating and Public Speaking workshops and excursions, the Burgoyne Debate (congratulations to year 5), Western Debating Challenge, CWA Public Speaking Competition, participation in the Tottenham Flower Show and *Tullamore Irish Festival* Art Competition, our Bush Dance and the lessons leading up to it, our new school Choir, Music Days and a visit from *Musica Viva*. To extend on the opportunities already offered, our school has employed Mr Justin Screen for two hours each Friday in 2017 to implement a K–2 percussion group, 3/4 recorder group and 5/6 drumming group. Primary staff will also be doing interest groups on Friday afternoons allowing students to mix across stages and participate in enriching activities appropriate to their interests and skill sets.

On the sporting field we have achieved outstanding success for such a small cohort. To broaden our sporting curriculum,

we introduced the Sporting Schools Hockey and Rugby Union clinics and continued our participation in events such as the 4T's and Gobondery / NARRAF gala days, along with school, district, regional, and state participation in Swimming, Athletics and Cross Country carnivals and in team sports. Next year we have entered a Primary netball team into the state knockout.

A selection of other experiences offered to our students this year included the Police cyber-bullying information visit, the Mock car crash, SRC district days which including hosting a district day, the Life Education Van visit and subsequent lessons, Driving Change driving lessons for our senior students, knitting afternoons, Super Stem day and The Amazing Race.

We have endeavoured to improve our school grounds and have utilised various grants from the *School Sport Unit*, *Graincorp* and our local *Lions Club* along with local man-power to put in our school grassed playing field, computerised sprinkler system and rain water tank. We are constantly working on our school grounds and are making rapid progress to ensure it is a safe, appealing place to be for our staff, students and visitors. Many changes and upgrades will continue in 2017 including the Science lab upgrade.

I am very excited to have been appointed permanently as Principal of Tottenham Central School. I have never been happier professionally and am thankful everyday that I have the opportunity to lead our school into the future. Thank you to the students, staff and community for making my first year such a positive, rewarding experience. I have felt welcomed, supported and encouraged by everyone every step of the way. I look forward to what the coming years hold for us all.

Thank you to our staff, students everyone connected to our school for your enthusiasm, commitment and dedication to Tottenham Central School and our students in 2016.

Message from the school community

The TCS P&C Association's major fundraiser for the year was the School Fete held in September. Thank you to Chrissie Baldwinson, Fete Coordinator, for leading a very successful Fete. Thank you also to all parents, staff, students, P&C Executive, sponsors and community members who helped out on the day. Funds raised from the Fete allow the P&C to make valuable contributions back to the school and students.

P&C Total Fundraising for 2016 – \$5507.00

The following donations/subsidies were made by the P&C in 2016:

Life Education Van subsidy – \$175.00

Secondary Excursion subsidy to Tasmania (11 students @ \$40) – \$440.00

Primary Excursion subsidy to Red Hill (38 students @ \$20) – \$760.00

PSSA State Sporting Representative– Charlotte Lindsay – \$60.00

CHS State Sporting Representative – Brock Ivory – \$60.00

Gobondery /NARRAF Affiliation Fee – \$150.00

Tottenham Recreational Grounds Annual Hire Fee – \$150.00

Donation towards Tottenham Fitness Park Equipment– \$200.00

P&C Total Contributions for 2016– \$1995.00

The P&C Association would like to extend best wishes to Mr Garriock on his retirement and thank him for his valued support over the years. Also welcome to our new Principal, Miss Amanda Thorpe, we wish you well in your role as the Principal of Tottenham Central School.

Thank you to all teachers, staff, students, parents and community members for your support of the P&C in 2016. Thank you also to Kelly for managing the School canteen and providing healthy options for lunch and recess for all the students and staff.

Congratulations to all Tottenham Central School students on their many achievements this year including academic, sporting and personal goals.

Finally, thank you to the P&C Association's executive committee for your continued support in 2016.

Wishing everyone a Merry Christmas, Happy New Year and safe holidays.

Rick Bennett –President

Message from the students

2016 SRC Members

Year 3 – Nicholas Lindsay

Year 4 – Bree Adam

Year 5 – Zanthie Hewett

Year 6 – Isabelle Lindsay, Ben Radford

Stage 4 – Lachlan Makim, Alexandra Lindsay

Stage 5 – Zohe Eames

Stage 6 – Amy-Lee Wilson, Jack Bennett

Tottenham Central School's SRC has been very busy this year. At the start of the year we helped to fund the seed for the new oval. We have introduced Arthur to our school assemblies who is a mascot, that each class can win if they participate properly during assembly. At our assembly we also award a Citizenship award to someone who is a positive role model in the school.

In Term 3 we organised Open Day. This was a huge day with lots of parents and community members visiting our school and classrooms. Student and parents built Frisbees and paper planes, had a BBQ lunch and joined in the Amazing Race.

In Term 4 we held the Lachlan District SRC Meeting which saw over 60 students from 8 different schools come to work with Heather Blackley from Lachlan development Office focusing on the theme 'Taking the SRC "Beyond the School Gates."

Also in Term 4 we helped run a number of stalls at the fete. They included the drink stall, lolly guessing competition and a guess the teacher's baby photo competition.

Overall it has been a busy and fun filled year.

School background

School vision statement

Tottenham CS provides every student with opportunities to achieve their personal best through engagement in learning, within a respectful and supportive environment. Students will be prepared to take a responsible and productive place in society.

School context

Tottenham CS is a rural and remote K–12 school located 150 kilometres from Dubbo. Tottenham CS is a member of the Lachlan network of schools. Our school has an inclusive environment and has a broad curriculum. Tottenham CS is a member of the Western Access Program, a group of six schools, offering Preliminary and HSC subjects for senior students. The school has an experienced staff dedicated to providing quality education.

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 that in the *School Excellence Framework* domain of *Learning*, Tottenham Central School caters for our student's educational journey from before the commencement of Kindergarten through to the HSC. Our staff value and identify the different experiences, knowledge and skills our students bring to school with them. Our school community understands the importance of differentiating individual learning sequences and experiences. Staff collaborate with parents/ caregivers to gather information about individual students' capabilities and needs to engage them in rich and relevant learning experiences along with developing social and emotional skills required for now and in future years as a member of society. Our school has made a concerted effort to further engage parents / caregivers in the decision-making process of the school and to help them understand their child's educational journey and how they may assist their child.

The results of this process indicated that in the *School Excellence Framework* domain of *Teaching* Tottenham Central School prioritises high quality teaching and leadership. Staff at Tottenham Central school are committed to continually developing their teaching through ongoing professional learning through personal goal-setting and self-reflection. Lessons and learning opportunities are engaging and new experiences are always sourced. Staff collaborate to share knowledge, expertise and resources and use evidence-based teaching strategies. Assessment data, both internal and external, is analysed to reflect on teaching practice, student engagement, academic growth and outcomes. This information is used to plan continuous improvement, provide differentiated curriculum and report on student progress. Staff view student growth and achievement as a shared responsibility.

The results of this process indicated that in the *School Excellence Framework* domain of *Leading* strong, strategic and effective leadership ensures effective administration and management practice. Our school displays commitment to high expectations and has a shared sense of responsibility for student engagement, learning, development and achievement. Proactive engagement with parents and the broader community has raised the profile and positive image of the school. Resource allocation and accountability requirements are transparent with extensive consultation at the heart of all decision making. Decisions made always link to the strategic directions and visions of the school community and short-term and long-term goals. All plans, processes, systems and practices are reviewed and monitored to ensure continuous school improvement.

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

Quality Educational Practices

Purpose

To provide highly engaging, quality learning experiences through the provision of ongoing professional development and collaborative planning opportunities for staff. To provide our students with an inclusive and differentiated curriculum based on assessment data.

Overall summary of progress

Professional learning has been delivered to effectively implement the use of learning intentions and success criteria in the classroom. Through staff meetings, staff have developed knowledge of learning intentions and success criteria. Learning intentions and success criteria are evident in all classrooms and students understand the learning focus and progression.

Tottenham Central School has developed school-wide practices for assessment and reporting to monitor, plan and report on student learning. We have a Primary and Secondary assessment schedule that includes both internal and external assessment. This school-wide assessment schedule data is collated and tracked from Kindergarten until completion of school. Primary and Secondary classes have a rigorous and explicit assessment schedule. Data from this assessment schedule is monitored, tracked and used to report on student performance both by the individual teacher and within a central data file showing all student results for each year. The Secondary assessment schedule is advertised in the weekly school newsletter to ensure parents remain updated. The Literacy Continuum is also used in Primary classes to indicate the student's current level of achievement and identify future goals. Scope and sequences for all Key Learning Areas were evaluated, revised and implemented and a new K–10 assessment schedule was created.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Literacy & Numeracy Continuum	<ul style="list-style-type: none">Primary staff plotted all students onto the Literacy Continuum and entered all data into PLAN.Two staff participated in the Improving Numeracy Outcomes Project.All staff underwent extensive Literacy professional learning.	\$20 000
NAPLAN	<ul style="list-style-type: none">All NAPLAN data from the previous 4 years was collated and analysed to identify trends, areas of growth and areas for development.Individual student performance was identified and targeted interventions put in place where required.Progressive Achievement Testing was implemented in all classrooms ensuring student growth and achievement can be consistently monitored on a yearly basis.Year 3 & Year 5 Tottenham CS students consistently scored NAPLAN results at or above National Minimum Standards. Generally, Year 3 and 5 students score above the NSW average for the number of students in the top two bands. Due to a small Secondary cohort, NAPLAN achievement is measured in terms of individual growth. The majority of Tottenham CS students achieve greater than or expected growth in Reading and Numeracy.	\$700
Evidence of differentiated curriculum in programs	<ul style="list-style-type: none">A review of teaching & learning programs was undertaken and a staff collaborative decision was reached about what should / should not be in programs.A common program template was created to reduce paperwork.A new teaching and learning program checklist	\$20 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>was created and is used by staff to self-evaluate their program before it is checked by an executive.</p> <ul style="list-style-type: none"> • School Learning Support Officers were employed to assist classroom teachers implement Individualised Learning Plans for students in Literacy and Numeracy lessons. • All Primary students eighteen months behind in any area have an Individual Learning Plan, along with all students in Years 3 and 5 who achieved in the bottom two bands of NAPLAN. 	

Next Steps

- A new *Individualised Learning Plan* incorporating clear, measurable Literacy and Numeracy goals will be created and implemented.
- Continuing to refine the processes which will strengthen teacher's ability to use evidence and data to determine the impact of teaching.
- Effective feedback professional learning and implementation in all classrooms.
- A *Learning And Responding Matrix* implementation will commence in Secondary classrooms to encourage higher order thinking skills.
- Implementation of a whole school reading comprehension strategy.

Strategic Direction 2

Student Engagement

Purpose

To engage and inspire our students through the utilisation of technology, delivery of explicit and innovative classroom instruction and the provision of enriching extra curricula opportunities.

Overall summary of progress

Through our school planning and consultation process we identified the need to offer an increased and varied range of extra-curricular activities for our students. This has been achieved by taking all opportunities available to our students and ensuring parents are actively engaged in our extra-curricular programs, are informed of all new programs and initiatives and encouraged to participate in P&C initiatives. Student participation in these activities has increased, along with improved student attitude towards becoming involved in opportunities when offered.

This year our school has worked hard to increase our profile and image in the community. It was felt by staff that often we do not communicate our achievements and outstanding programs enough and the community simply did not know what goes on within our school fence. As a result, we have made a conscious effort to increase our reporting and advertising of events and achievements in the school newsletter and have also introduced a very popular Facebook page. We have also ensured that we hold regular, high quality opportunities for the community to join in school activities. The weekly school newsletter is also used to report all professional learning undertaken by staff to ensure parents are aware of our commitment to providing the best educational experiences for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Participation numbers of students in school and extra curricula activities	<ul style="list-style-type: none">A register of extra-curricula activities was created to monitor our involvement in experiences, ensuring a wide range of activities.School choir introduced.Participation in new initiatives such as Sporting Schools rugby union and hockey clinics.	\$3 000
Attendance data	<ul style="list-style-type: none">A comprehensive Attendance Policy and Attendance Monitoring Procedures were developed and implemented.All staff have clearly defined roles in the monitoring of attendance.Our school has appropriate documentation to promptly follow-up attendance issues.Explained absences has greatly improved.	
Time spent in classrooms utilising iPads.	<ul style="list-style-type: none">At the end of 2015 the school purchased 40 iPads for classroom use.All staff are regularly professionally developed in the use of these iPads in the classroom and share ideas, knowledge and expertise.A budget was created for the regular purchase of apps and all staff have the opportunity to make requests for the purchase of apps. The iPads operate on a booking system and are generally all in use each day by all classrooms and teachers.Student Learning Support Officers also utilise the iPads for individual student use.	\$1 000

Next Steps

- Employment of a music teacher to implement a Primary music program.
- Greater emphasis on the performing arts and recognition of student achievement.
- Introduction of interest groups across the school.
- Continued professional development of teachers to engage students with technology.

Strategic Direction 3

School Culture & Student Well-being

Purpose

To foster an environment of high expectations for staff and students. To develop a school culture that focuses on individual and collective staff and student well-being through the provision of a positive, support and encouraging learning environment.

Overall summary of progress

It was identified that student engagement and learning were areas of priority for Tottenham Central School. It was also recognised that staff understood that these areas were related and needed to be improved. It was felt that expectations of behaviour needed to be explicitly taught to the students across all classes and different areas of the school so that there was consistency from all staff. As a result, the Positive Behaviour for Learning (PBL) Program has been implemented in 2016.

Staff volunteered to run the program and have been involved in Professional Learning about the program. To ensure input from the whole school community, staff have been involved in sessions, identifying areas to be looked at. Parents have had the opportunity to be involved in two sessions at school as well as being able to complete a survey online. Students have also talked about areas to look at and improve in our school. The PBL Committee has identified three key expectations to base the program around which will aim to ensure we have a positive school environment conducive to engagement and learning. This program will be ongoing and staff will work together with parents and students to meet our identified needs. PBL lessons are taught explicitly to students from K–12 to ensure there is consistency across the whole school. In line with our PBL program, the student attendance rates are being monitored to ensure maximum attendance and learning time is being achieved. A new Attendance Policy was also developed and staff are implementing this.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL implemented at the Universal level	<ul style="list-style-type: none">All staff have undergone PBL training.PBL was added to our School Plan under the strategic direction School Culture and Staff and Student Wellbeing.PBL lessons are taught K–12.Three core expectations for our school were identified: excellence, respect and responsibility.	\$3 000
Increased P&C attendance and parent participation.	<ul style="list-style-type: none">Attendance at assemblies has increased.Introduced parent information sessions has increased parent involvement.School activities have increased and the quality of events improved.	
Reduced days lost to suspension from 2015 data.	<ul style="list-style-type: none">As a result of the implementation of the PBL program and increased opportunities for students to monitor their own behaviour and self-regulate, the days lost from suspension has decreased from 42 in 2015 to 0 in 2016.	
SRC will undertake leadership training and actively participate in extra curricula activities.	<ul style="list-style-type: none">SRC members represent all students in the school and organise ways for students to participate and contribute to our school community.At regular SRC meetings and district SRC meetings, SRC representatives are able discuss ideas and lead fundraising events throughout the year.SRC meetings and leadership opportunities have provided students with increased leadership skills.	\$1 500

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">• These ideas and events are discussed at SRC meetings and passed on to staff at staff meetings.	

Next Steps

- Continue the implementation of PBL and extend our school-wide matrix of expected behaviours beyond all settings and assemblies.
- Revise our school reward system.
- Continue to provide parent information sessions.
- Continue to provide leadership opportunities and training for school leaders.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Student Learning Support Officers were employed to support teaching practice implementing Personalised Learning Plans and Individualised Learning Plans in Literacy and Numeracy.</p> <p>No student scored below National Minimum Standard in Literacy or Numeracy.</p>	\$10 000
Low level adjustment for disability	<p>Student Learning Support Officers were employed to support teaching practice implementing Personalised Learning Plans and Individualised Learning Plans in Literacy and Numeracy.</p> <p>No student scored below National Minimum Standard in Literacy or Numeracy.</p> <p>Funds were allocated for professional learning in Literacy and Numeracy.</p>	\$39 000
Quality Teaching, Successful Students (QTSS)	<p>Release of Assistant Principal from face-to-face teaching to revise scope & sequences, assessment schedule and improve the supervision processes.</p>	\$5 000
Socio-economic background	<p>Student Learning Support Officer employed to support students in the <i>Western Access Program</i> to support time management and study habits.</p> <p>Excursions were heavily subsidised to ensure all students had the opportunity to participate.</p> <p>No student scored below National Minimum Standard in Literacy or Numeracy.</p>	\$7 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	48	43	40	39
Girls	50	52	53	51

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	93.6	93.8	95.1
1	94	94.6	92.5	92.4
2	96	93.2	92.1	90.7
3	91.5	96.2	95.5	93.3
4	94.8	92	94.8	93.1
5	95.3	94.5	93	94.1
6	95.2	94.7	93.9	88.7
7	93.5	89.1	95.3	93.9
8	93	87.1	86.6	92.7
9	95.4	91.3	95.1	
10	98.2	89.7	86.6	86.1
11	88.6	87.9	90	82.7
12	98.8	74.1	97.7	92
All Years	94.5	92.7	93.2	91.7
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Tottenham Central School is proactive in managing student attendance. Together with the Home School Liaison Officer (HSLO) student attendance is closely monitored:

- Attendance report to the HSLO
- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to attendance procedures.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Class sizes

Class	Total
K/1	20
2/3/4	24
4/5/6	26

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	50
Employment	20	0	0
TAFE entry	0	0	0
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	3.19
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration & Support Staff	4.02
Other Positions	3.1

*Full Time Equivalent

In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

Teacher qualifications

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

Professional learning and teacher accreditation

A strategic direction of the School Plan is Quality Education Practices with the purpose to provide highly engaging, quality learning experiences through the provision of ongoing professional development and collaborative planning opportunities for staff.

Professional Learning at Tottenham Central School directly supports teaching and learning, enhancing educational outcomes for our students. A Performance & Development Plan (PDP) is a requirement to be completed by all staff. The PDP cycle annually provides a time-frame and framework for staff to identify and achieve their goals. With staff selecting their own professional goals it helps the staff to understand the professional standards and curriculum requirements. For staff to achieve their goals they need to determine the activities and resources needed to support goals. Adjustments can be made to meet the professional learning needs of the teacher. Mid-way through, staff conduct a self-assessment. It provides a reflection on teaching and assessment of progress towards achieving professional goals and evaluation of professional learning. Discussion is held with the supervisor to facilitate the review on progress towards achieving professional goals. The Tottenham Central School PDP Implementation Timeline clearly articulates the stages of the PDP process. All professional learning is tracked, recorded and monitored to ensure all staff are engaging in professional learning. All mandatory training is also tracked and recorded.

The teaching staff at Tottenham School participated in a number of professional learning activities designed to build the capability of staff to achieve key priorities as set out in our School Plan.

Teachers had access to a range of professional learning opportunities including:

- Rural And Remote Conference
- Building Connections to Wellbeing
- Drug Education
- K-6 Physical Activity and Health
- Inquiry Based Learning in Science
- Work Readiness
- Centre for Professional Learning: Spelling, Maths and Writing
- Learning and Support Teacher network days

Whole School Professional development has included the following areas:

- The School Plan
- Report writing
- NAPLAN data
- Code of Conduct
- Attendance
- iPads

- Positive Behaviour for Learning
- Learning Intentions and Success Criteria
- Anaphylaxis Training
- Cardio-Pulmonary Resuscitation
- Epilepsy Training

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

Financial information

The financial summary consists of school income broken down by funding source and is derived from the school 2016 Annual Financial Statement.

Income	\$
Balance brought forward	317 890.00
Global funds	141 541.00
Tied funds	144 523.00
School & community sources	84 823.00
Interest	6 106.00
Trust receipts	6 509.00
Canteen	0.00
Total income	701 392.00
Expenditure	
Teaching & learning	
Key learning areas	46 227.00
Excursions	22 977.00
Extracurricular dissections	60 433.00
Library	1 916.00
Training & development	25 542.00
Tied funds	118 520.00
Short term relief	17 575.00
Administration & office	29 162.00
School-operated canteen	0.00
Utilities	30 218.00
Maintenance	26 932.00
Trust accounts	6 392.00
Capital programs	9 314.00
Total expenditure	395 208.00
Balance carried forward	306 184.00

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.

Year 3 & Year 5 Tottenham CS students consistently scored NAPLAN Reading and Numeracy results **at or above National Minimum Standards**.

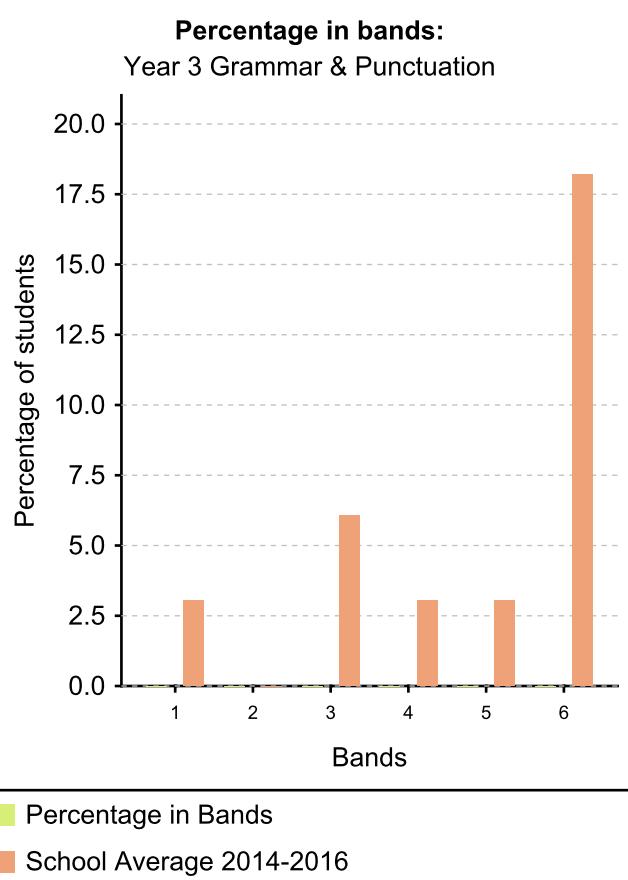
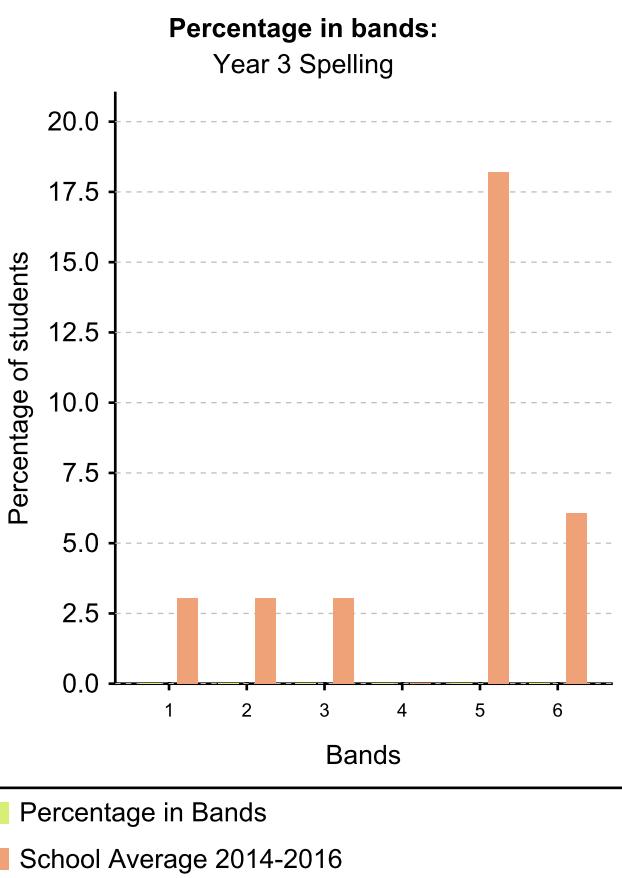
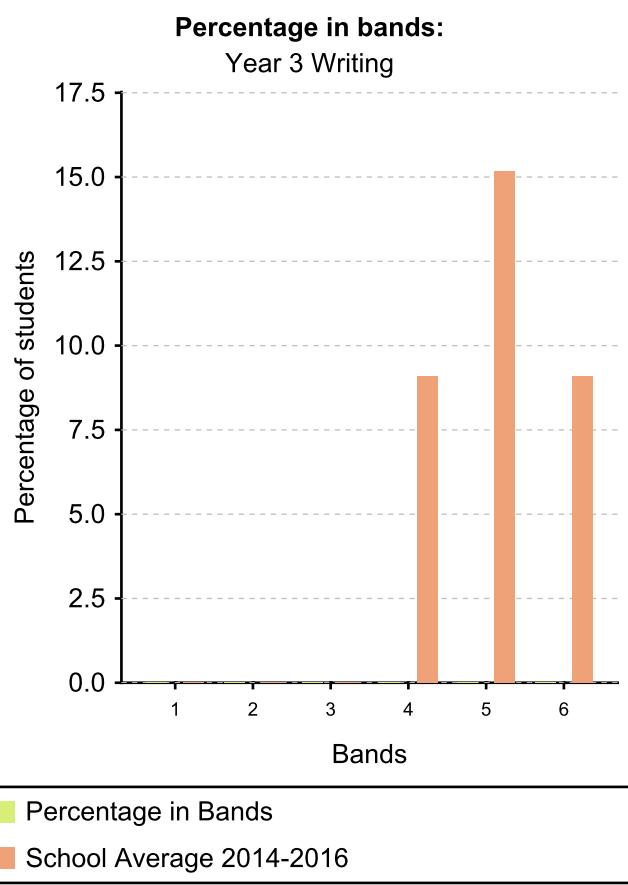
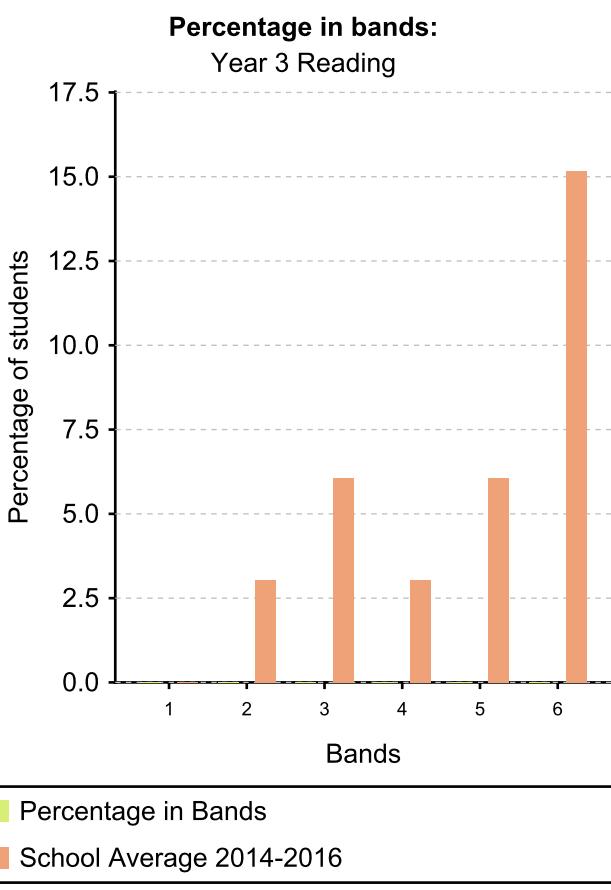
Please note that due to a small cohort, percentages in bands are not shown in the following graphs.

Due to a small Secondary cohort, NAPLAN achievement is measured in terms of *individual growth*. The majority of Tottenham CS students **achieved greater than or expected growth** in all aspects except writing.

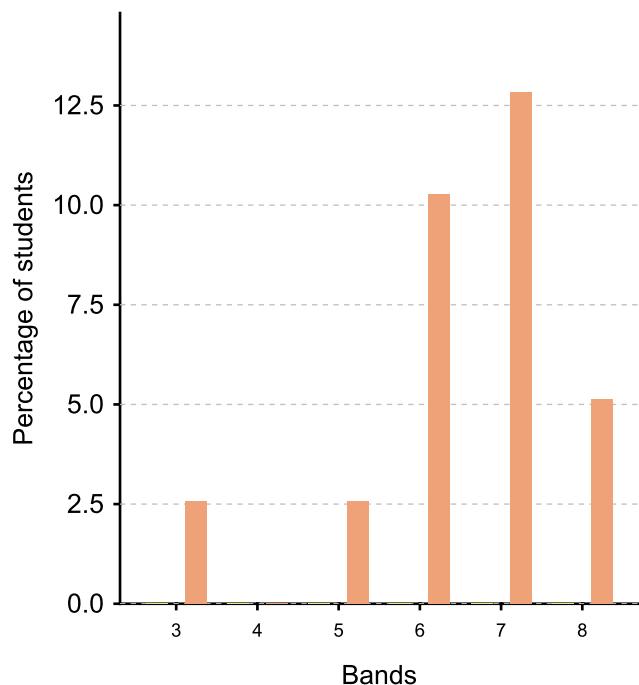
No Tottenham Central School student scored below National Minimum Standard in Literacy.

The number of students in Year 3 scoring at proficiency in writing, spelling and grammar & punctuation has significantly increased.

The number of students in Year 5 scoring at proficiency in writing, spelling and grammar & punctuation has also significantly increased.

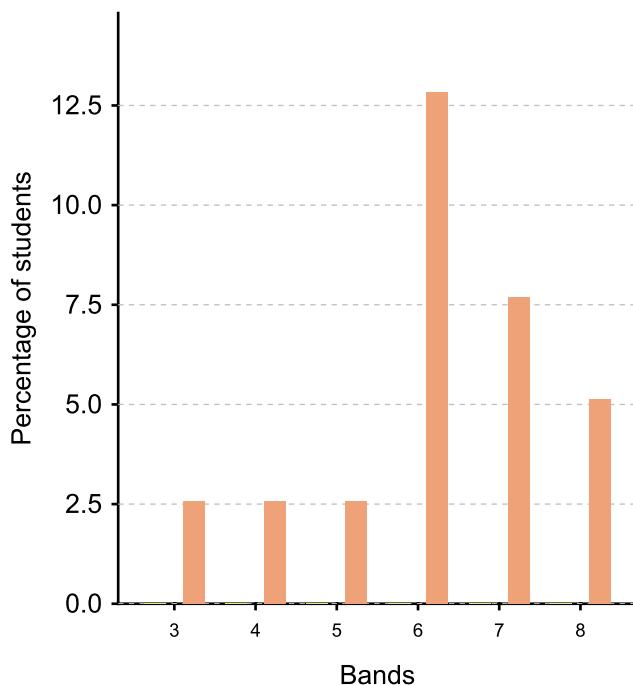


Percentage in bands:
Year 5 Grammar & Punctuation



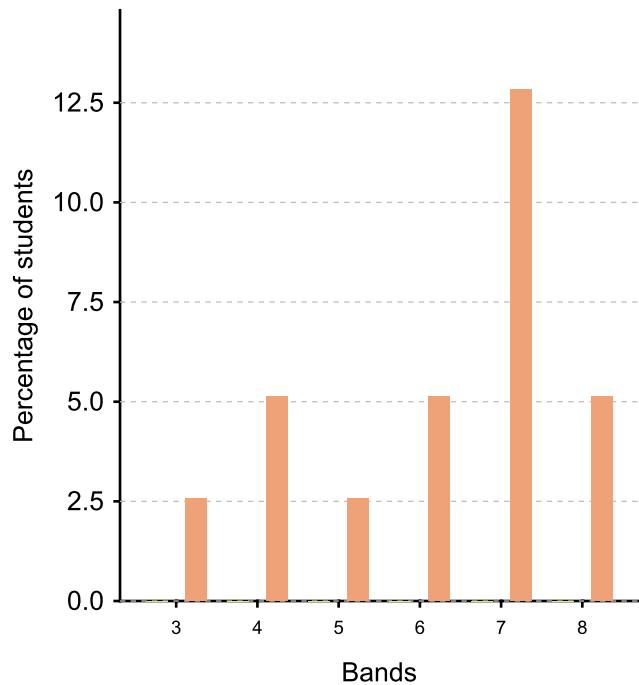
[Legend:
■ Percentage in Bands
■ School Average 2014-2016]

Percentage in bands:
Year 5 Spelling



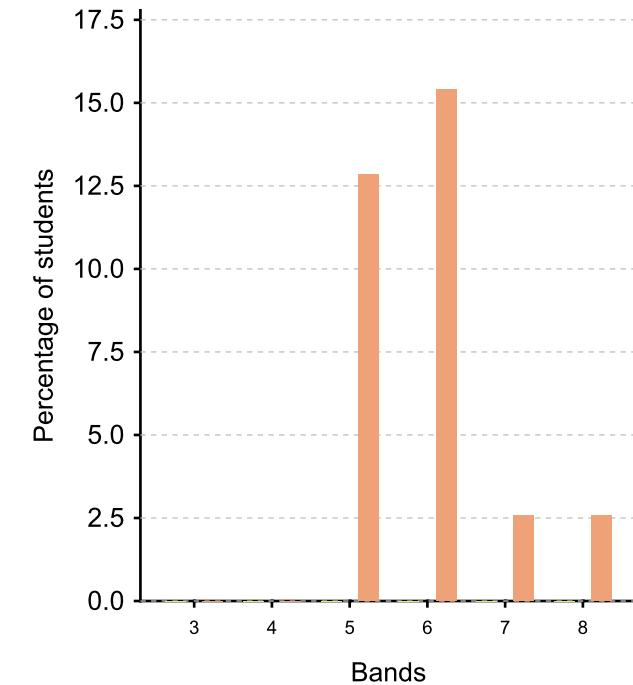
[Legend:
■ Percentage in Bands
■ School Average 2014-2016]

Percentage in bands:
Year 5 Reading



[Legend:
■ Percentage in Bands
■ School Average 2014-2016]

Percentage in bands:
Year 5 Writing

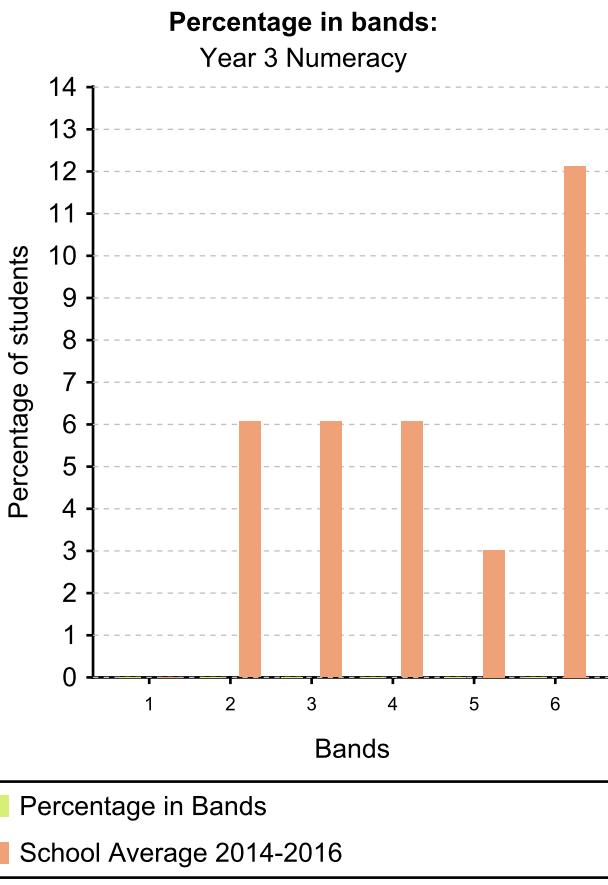


[Legend:
■ Percentage in Bands
■ School Average 2014-2016]

No Tottenham Central School student scored below National Minimum Standard in Numeracy.

The number of students in Year 3 scoring at proficiency in numeracy has remained steady.

The number of students in Year 5 scoring at proficiency in numeracy has increased.



Mandatory reporting requirements in accordance with the *Premier's Priorities—Improving education results*:

Our students scored **above the NSW average** for the number of students in the **top two bands** in the following areas:

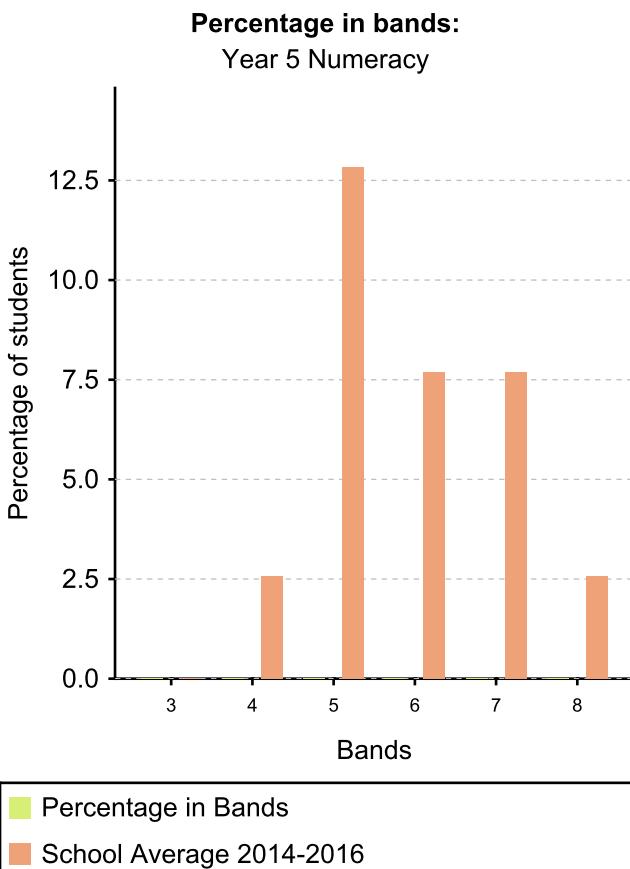
- Year 3 Reading
- Year 3 Writing
- Year 3 Spelling
- Year 3 Grammar & Punctuation
- Year 5 Writing
- Year 5 Spelling
- Year 5 Grammar & Punctuation
- Year 5 Numeracy

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

As Tottenham Central School had a cohort of less than 10 students sitting the HSC in 2016, aggregated information is not to be reported on due to privacy reasons and the statistically unreliability of data measuring small sample fields.



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

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school.

In 2016 students were invited to participate in the *Tell Them From Me Survey*.

Key findings included:

- 83% of students in this school valued school outcomes.
- 90% of students feel they had positive behaviour.
- 84% of students in this school tried hard to succeed.

In 2016 Teachers were invited to participate in the *Tell Them From Me Focus on Learning Survey*.

From the information gathered, teachers strongly agree with the following statements:

- I work with school leaders to create a safe and orderly school environment.
- I establish clear expectations for classroom behaviour.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- I set high expectations for student learning.
- I give students written feedback on their work.
- My assessments help me understand where students are having difficulty.

In 2016 parents were invited to participate in a number of surveys, information sessions and our *Your Say* section of the newsletter.

Feedback included:

- Continuation of broadening our extra-curricula activities including increased performing arts opportunities.
- To continue to improve the grounds and classrooms visually and upgrade our facilities.

Policy requirements

Aboriginal education

Tottenham Central School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2016, twelve students identified as being of Aboriginal and/or Torres Strait Islander descent. Tottenham Central School promotes the inclusion of Aboriginal perspectives in the teaching programs. The school also promotes respect of Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and special occasions.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's history.
- On Friday, 11th November our school celebrated NAIDOC with the help of a number of visitors and some of our own locals. The group activity leaders guided our students through a range of activities to increase understanding of Australian history and traditional Aboriginal culture. It was a very hands-on, fun and engaging day.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. There were no reported incidents of racism in 2016.

Other school programs

Music

We have had students involved in many activities in various places. The highlights of our year include:

- Western Band Camp at Lake Burrendong in Term 1
- Students playing with The Late Notes (town band) at the ANZAC Day service,
- The formation of the new School Choir in Term 2 (many primary students)
- Combined Music Days at Trangie in Term 1, at Tullamore in Term 2, and at Tottenham in Term 4
- Students playing with The Late Notes at the annual Flower Show in Term 3
- Western Choral Group in Dubbo, Term 3
- Moorambilla Voices in Baradine and Dubbo, Term 3
- Music: Count Us In at Tottenham in Term 4

- (Primary and some secondary students)
- Students playing Christmas carols with The Late Notes for the Tottenham Christmas Tree Community Event in Term 4
- Students playing Christmas carols with The Late Notes for the local hospital residents in Term 4
- Students playing with The Late Notes at Tottenham Central School's Presentation Day in Term 4.

Primary Debating

This year has been a huge year for our primary debating team. The Western Challenge competition began in Term 2, and because of our continuous successes, finished with us coming runners up in the grand final late in Term 4. A group of Year 5 and 6 students attended a debating workshop in Dubbo early in the year, and the skills they learned in speech writing and rebuttal were of tremendous value to them when preparing for our debates. The annual Burgoyne Debate was held at the Tottenham Bowling Club, with Year 5 and 6 engaging in a very entertaining debate on the topic 'that water is the most precious resource in Australia'. The winners were Year 5. A special presentation on the night was made to Mr Messner from the school and Tottenham Lions Club, for his 20 years of adjudicating Burgoyne Debates. Our success in debating is a wonderful achievement, and has involved hours of hard work and dedication.

Secondary Debating and Public Speaking

This year saw a renewed interest and participation in debating and public speaking amongst our secondary students. Our school enthusiastically hosted the first WAP (Western Access Program) Schools Debating and Public Speaking Day in May. Designed to revitalise an interest for secondary students in these valuable life skills, students from the 6 WAP schools joined together for an intensive, but entertaining, day of workshops, preparation and presentation. The day was supported by the expertise of Mr Richard Clegg in the public speaking workshop, Miss Thorpe in the debating workshop and Mr Bill Messner mentoring different groups of students throughout the day. The feedback was very positive, and there are now plans in progress to hold regular Debating and Public Speaking Gala Days in 2017 and beyond.

Sport

Tottenham Central School has again been very busy in all areas of sport this year. We began the year with our annual swimming carnival with all students displaying fantastic participation. One record was broken at the carnival. Bailes were the winners of the house shield. Twenty one primary students travelled to Warren to compete at the Gobondery/NARRAF Swimming Carnival where we placed 3rd in the Handicap results. This year we had five students compete at the PSSA Western Area Swimming Trials in Dubbo. At the end of Term 1 three primary students participated in the Rugby 7's Competition which was held at Warren. This year we had our students involved in rugby union,

soccer and hockey coaching clinics. At the beginning of Term 2 our annual Cross Country trials were held at the Golf Course. Bailes won the house shield. Trundle Central School hosted the Gobondery/NARRAF cross country trials. We had thirty six runners representing us at the trials. We had seven students qualify for the PSSA Western Area trials held at Geurie. The Primary boys and girls PSSA soccer teams had mixed success this year. The boys had to forfeit their round and the girls lost their game against Narromine Public. Our athletics carnival was held in Term 2. Bailes won the house shield this year. Tottenham was well represented at the Gobondery/NARRAF athletics trials held at Barden Park in Dubbo with twenty eight students competing. Tottenham won the handicap trophy. Eight primary students competed at Dubbo in the PSSA Western Area Athletics Trials. This year we were again involved in the Gobondery/NARRAF netball and touch football gala day. Unfortunately some of the gala days were washed out this year. Tottenham hosted the Gobondery/NARRAF tennis gala day with 40 players involved from five schools. We placed second in the Handicap Trophy. Secondary have also been involved in the 4T's Gala days participating in a variety of sports including indoor soccer, league tag, Kingball and soccer/touch. Our annual Tennis Cup competitions were held at the end of Term 3 and beginning of Term 4. We hosted the annual Gobondery Shield and Gobondery Cup competitions this year. Primary and secondary students participated in a range of sporting activities, water activities at the pool, a quiz and primary had dinner and a disco. The end of the year saw our intensive swimming program being run. This involved many students travelling to the pool over a ten day period to participate in intense swimming lessons. 2016 has seen the continuation of secondary sport being held on Wednesday afternoons and primary sport being held on Thursday afternoons. A very big thank you again to all staff and community groups who continue to support our students in all facets of sport.

Positive Behaviour for Learning

Throughout 2016 students have worked hard to achieve in all areas of school life. Numerous students have achieved the school's highest honours within the merit system, recognising those students who have applied themselves diligently in a range of academic, sporting, school and community service areas. Following community and school consultation we have adopted a welfare system. This system, known world-wide as *Positive Behaviour for Learning* (PBL), relies on expectations for behaviour being consistently taught and reinforced school-wide. Our school-wide expectations have been agreed on as Excellence, Respect and Responsibility, with lessons delivered across the school to assist staff and students have a common understanding of the specifics involved. External coaches have visited and reviewed our progress, and our journey is set to continue into 2017 as we develop our system of acknowledgements that will be used both throughout the school. We are grateful to our school community for support and input as we make our way on this journey.

Primary

2016 began with much enthusiasm from our primary students and teachers, all of whom were looking forward to what was sure to be a challenging but successful year for us all. We welcomed ten new Kindergarten students who quickly settled into our school routine. Our captains and vice captains, Isabelle Lindsay, Benjamin Radford, Anneka Lees and Jack Baker began their leadership duties, which were carried out capably throughout the year. Our classes this year were K/1 – Mrs Amanda Smith; 2/3/4 – Mrs Meggan Adam and 4/5/6 – Mrs Barbara Baker. Mrs Rose Martin, and Mrs Jodie Attenborough worked as teachers of literacy and numeracy groups, responsible for LaST (Learning and Support Teacher) and the role of 'release from face-to-face' for each of the primary classes. Mrs Kim Williams continued in her role as 'release from face-to-face' teacher. Our casual teachers, Mrs Radford, Mrs Horsburgh, Mrs Lees and Mrs Logan also worked when needed in the primary school. Our goal this year was to improve learning outcomes for all students, particularly in the areas of literacy and numeracy. Students were able to receive their learning in these areas in smaller groups and our NAPLAN results reflect the quality of the teaching and learning we were able to provide. We once again received some outstanding results in external competitions such as the University of New South Wales Competitions. We entered four students, Harrison O'Brien, Kaleb Miller, Zanthee Hewett and Jessica Mills in the Premier's Spelling Bee, and were very proud of their efforts at the Regional Finals Day in Dubbo. We took part in debating and public speaking. Students competed in the annual CWA Public Speaking Competition in Condobolin. In the Western Challenge Debating Competition, we successfully made it to the finals for the third year running, and were defeated by Parkes Public School in the grand finals, but were very proud to be the runners-up. The Burgoyne Debate was held in October, with the Year 5 team being the winners this year. We enjoyed another great sporting year, with students successful at Gobondery/NARRAF and Western Area carnivals. We had sports clinic visits covering hockey and rugby, both of which the students enjoyed. All classes enjoyed their excursions this year. In Term 1, Year 5/6 students attended the Science and Engineering Challenge in Dubbo. In Term 4, K/1/2 visited Taronga Western Plains Zoo for the day, and Years 3, 4, 5 & 6 went to Red Hill Environmental Education Centre for an overnight experience. We had visits from Musica Viva, Life Education and two other cultural performances, all which were enjoyed by students. In July, we completed posters on 'Mongolia' and prepared several items for the CWA's International Assembly. Our fete in October was once again successful, with students and their teachers assisting in a variety of stalls and activities. All teachers have attended Professional Learning activities to ensure our students continue to receive quality education. Our parents and the Tottenham community have once again given us tremendous support throughout the year. The year finished with the Gobondery Shield, swimming lessons, school disco, Christmas parties and Presentation Day. Overall, 2016 was an eventful, exciting year in the primary school. We are looking forward to another great year in 2017.

Secondary

Another successful year completed at Tottenham Central School. Thank you to our amazing Secondary staff who have again worked tirelessly with our students both in and out of the classroom across many areas. The staff at Tottenham Central School have been continuously updating their professional knowledge through Professional Learning this year. This has ensured our students are receiving the highest standard of classroom delivery including interesting and varied programs allowing student needs to be met. Highlights of the 2016 school year include successful Work Placement and Work Experience blocks for our Stage 5 and Stage 6 students; participation in the Flower Show and Open Day including "The Amazing Race"; individual and group sporting successes including State representatives; the active role the SRC has continued to have for the students and the school including hosting one of the District SRC meetings; the Tottenham School Choir; participation of the students in 'Grandfriends' day and Music days; participation and leadership at our annual ANZAC Day service and participation in the major Secondary excursion to Tasmania which was an exceptional learning opportunity for those students involved. Our students have completed exams including the University of NSW competitions, subject exams, NAPLAN, VALID, Year 11 exams and the Higher School Certificate. We have revised and updated our assessment policy to ensure students have the opportunity to complete assessments, submit them and receive feedback in a timely manner. Our house, school leaders and SRC members have again demonstrated quality leadership skills by being fantastic role models for the younger students in our school. As mentioned Tottenham Central School hosted the Lachlan District SRC Day this term which involved 80 – 100 students across the Lachlan district participating in sessions relevant to the SRC. Our Year 6 students continuing at Tottenham Central School have been involved in a one day transition program to allow them to become familiar with the routine of secondary life. This involved participating in lessons with secondary students and staff whilst being immersed in the school life of a secondary student. We said goodbye to our Year 12 students, Amy-Lee and Kane with a lovely Graduation dinner at the Bowling Club. This was a lovely night enjoyed by most of the secondary students. Our students have had many opportunities to learn which is evident when we look at the achievements and successes this year across all facets of school.

Western Access Program (WAP)

The Western Access Program has continued to allow our Stage 6 students the opportunity to work and learn independently at Tottenham Central School. The WAP Program has continued to offer our students an extensive range of subjects across the six core schools, allowing our students a wide variety of choice. We have again had several of our Stage 6 students successfully participate in Work Placement sessions in Dubbo, gaining very positive feedback and reports from their employers. 2016 has again provided our students a

variety of opportunities throughout the year to meet with their teachers and peers. These opportunities include Access Camp held at Lake Burrendong in Term 1 for Year 11 and Year 12, Key Learning Area study days, HSC Study days, Work Placement blocks and through weekly video conferences. The Year 12 students have again had the opportunity to attend HSC Seminars in Dubbo which enabled them to gather information about their subjects in preparation for the HSC exams.

Tottenham Central School staff have continued in their roles as Course Coordinators and Co-teachers to assist students and consolidate learning. We have had two staff deliver three subjects across WAP as Course Coordinators and all secondary staff have worked with our Stage 6 students as co-teachers. This involves staff working with students and their co-teachers over Video Conferencing and during face to face lessons. The Western Access Program's Graduation dinner was held again in Dubbo at the end of Term 3.