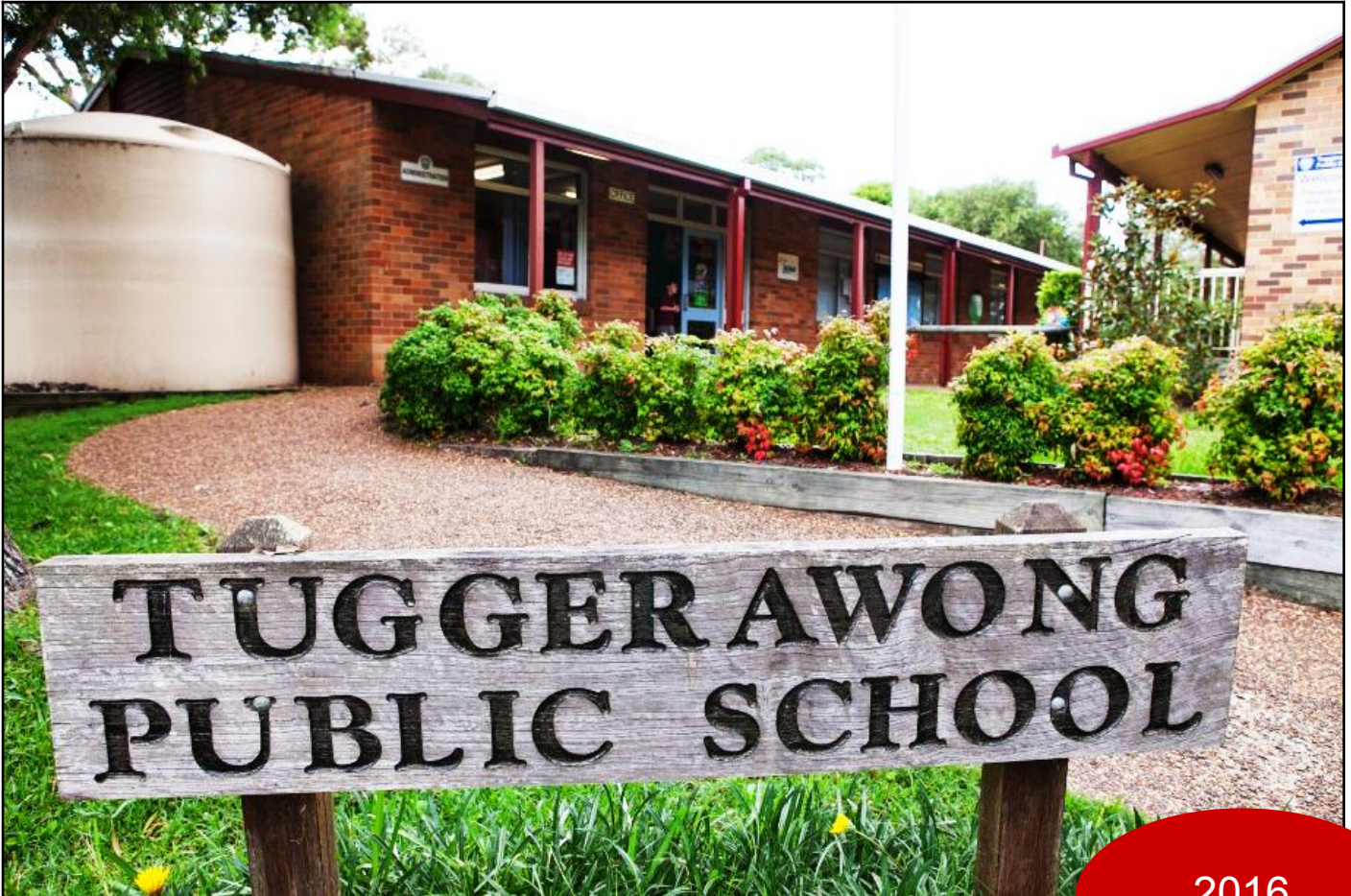


# Tuggerawong Public School

## Annual Report



2016



4097

## Introduction

The annual report for 2016 is provided to the community of Tuggerawong 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 expenditure of resources, including equity funding.

Grant McFarland

Principal

## School contact details

Tuggerawong Public School

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## Message from the Principal

The Annual School Report is a summary of the school's achievements in 2016 and provides information regarding the key priorities for 2017.

Tuggerawong Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise student learning opportunities. These opportunities are evidenced by the wide range of activities offered each year. The school motto 'Participate with Enthusiasm' is unmistakable and evident in all aspects of students schooling.

When I commenced at Tuggerawong Public School at the beginning of Term 3, 2016 it was with a great sense of honour that I introduced myself as the new Principal. I was, and continue to be, delighted and humbled to be offered the opportunity to lead this wonderful school community.

Since opening in 1957, this fabulous school boasts a long list of achievements in academics, technology, sport and extra-curricular activities to name a few. This continued to be the case in 2016 where students were involved in Dance, Choir, Public Speaking, Sport, external tests and leadership days just to name a few.

I have enjoyed working closely with students, staff and parents to ensure Tuggerawong Public School's vision is achieved and the school continues to excel. The school's vision clearly values the success of the past and acknowledges the challenges of the future, and is shared by the whole school community.

I very much look forward to the coming years in leading this school community and ensuring the students of Tuggerawong Public School have the opportunity to engage in a world class educational experience that will allow them to develop the required skills, qualities and attributes that will stand them in good stead as they move into high school and then into their adult lives.

Grant McFarland

Principal

## Message from the school community

This year has been another big year for the P&C. Our membership continues to grow and we have a great team of parent and community volunteers that continue to give up their time to support the school.

Our fundraising team continues to raise funds for the school. This year these have included: Easter and Christmas raffles, Santa photos, Mother's and Father's Day stalls, cake stalls, BBQs and the fun filled Trivia Night.

The canteen continues to provide our children with healthy options with the occasional special treat day such as Halloween specials.

Uniform sales have again been strong for the school and we congratulate our school children on being proud to wear their school uniforms.

Our OOSH continues to provide great economic benefits to the school along with providing much needed before, after school and vacation care programs. Our OOSH staff are integral to the success of the program and form a vital part of the P&C.

From the combined efforts of the P&C and OOSH we have been able to make significant contributions to the school this year including paying for diamond licences and school resources including readers and furniture. We are nearing the end of a 2 year plan to replace the schools play equipment and the P&C will donate in excess of \$25,000 to the project.

A big thank you to all who have volunteered their time and effort. Our team will continue to support the school and the amazing teachers who dedicate so much time to the students. Meetings occur once a month on a Monday evening. Please see the school newsletter, Facebook and school website for dates and times. Everyone is welcome as we aim to support the school and each other.

Kate Simpson

P&C President

## School background

### School vision statement

To create, support and maintain a broad and challenging 21st Century learning environment, encompassing innovative techniques and modern technologies. To encourage student confidence and well-being through social, emotional, academic and physical development.

### School context

Tuggerawong PS is committed to providing a quality learning environment that meets the diverse needs of our students. We are a community focussed school that encourages parental involvement. Our school motto, 'Participate with Enthusiasm' mirrors a school culture that promotes diverse activities including academic, sporting and cultural pursuits, particularly performing arts. The school is committed to utilising technology in learning and, in the leadership and management processes within the school. There is a strong student welfare program in our school and a commitment to providing enrichment programs for Gifted & Talented students.

During 2014 the school introduced major initiatives to improve student outcomes including L3 Language, Literacy and Learning and Focus on Reading.

Students are offered a large variety of extra-curricular programs in sport and performing arts.

The students are actively involved in school life through student leadership programs and the student representative council.

We value a positive and friendly school environment that relies on community partnerships and continued collaboration with local community groups. The school has a tradition in supporting environmental programs.

The school receives funding for equity programs under the new Resource Allocation Model (RAM). With this funding major initiatives focusing on improving literacy and numeracy outcomes have been implemented. These include Reading Recovery, Targeted Early Numeracy Strategy, and targeted initiatives such as Focus on Reading, Language, Literacy and Learning (L3). As a result of this extensive professional learning staff are implementing the latest strategies and initiatives in teaching and learning programs.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

In 2016 our school made a 'point-in-time' judgement as to whether we were Delivering, Sustaining and Growing and/or Excelling in the three domains which are made up of 14 elements.

In the domain of Learning, there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. During 2016, Tuggerawong Public School began the process of implementing a whole-school approach to wellbeing through way of Positive Behaviour for Learning (PBL) which incorporated the Wellbeing Framework for Schools. This process allowed students, staff and the broader school community to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Tuggerawong Public School had its PBL launch day in late Term 4, 2016 and the program will be fully implemented in 2017.

Curriculum delivery integrated technology and teachers differentiating the curriculum to meet the needs of individual students through programs such as Language, Learning and Literacy (L3), Targeting Early Numeracy (TEN) and Focus on Reading (FoR). Curriculum provisions are enhanced by a range of extra-curricular opportunities and learning alliances with other schools and organisations as students' progress through the stages of education. The school will continue to engage in these worthwhile researched based programs and pedagogies.

In the domain of Teaching, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Having regular teacher professional learning opportunities such as collegial discussions and peer observations has supported this process and ensured collegial support to improve teaching and leadership practice.

Teachers incorporate data analysis in their planning for learning utilising assessment instruments such as the Literacy and Numeracy Continuums, PLAN and School Measurement, Assessment and Reporting Toolkit (SMART). These instruments allow teachers to monitor student progress and assist with individualising the learning journey. From this data specific programs have and will continue to be developed to support student learning.

In the domain of Leading, Tuggerawong Public School is committed to the development of leadership through a distributed model that embraces professional learning. Students were offered a number of leadership opportunities such as Student Representative Council (SRC), Peer Support and School Leaders.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. All stakeholders have input in updating the 2015 to 2017 School Plan on an annual basis. In 2016 all staff aligned themselves to one of the 3 strategic directions of the School Plan that were overseen by an executive member. This ensures all staff have direct input in the planning and implementation of the School Plan including processes for resource allocation, professional learning, performance monitoring and reporting.

This will continue to ensure the commitment to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

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 visit:



## Strategic Direction 1

### Learning, Innovation and Engagement

#### Purpose

To equip all students with the literacy and numeracy skills that will allow them to develop into engaged life-long learners and productive contributors to society in the 21st century by engaging in quality learning activities that encourage the application of critical thinking skills.

#### Overall summary of progress

Students in Years 3–6 engaged with Focus on Reading meta-cognitive strategies to improve comprehension, reading and vocabulary. Assistant Principals worked collaboratively to develop a writing program that is reflective of school needs from SMART analysis. All K–2 students participated in a sequential and explicit skill based L3 Literacy program differentiated to meet the needs of all individuals.

K–2 teachers also completed their OPL year of L3. Students align their learning goals to the continuum and are involved in the self-evaluation process. Targeted students showed improvement on continuum's as evidenced in pre and post data.

Personalised Learning Support Plans (PLSPs) developed for identified students and Nationally Consistent Collection of Data has successfully been completed.

All teachers planned for and used technology such as iPads and laptops in the learning experience. Enrichment groups incorporated project based learning activities and coding. The schools network underwent a major upgrade and the school has continued to upgrade out of date technology including computers and interactive white boards.

Positive recognition sessions for students through the school's Licence System celebrated positive behaviour achievement throughout the year. This resulted in an increased number of students attaining higher levels. Student attendance has been closely monitored throughout the year and resources such as the Home School Liaison Officer has been utilised where appropriate.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the proportion of all students achieving markers at or above grade appropriate clusters on the Literacy continuum in reading, comprehension and writing to 85% or more.	Achieved our target of 85% of students achieving grade appropriate markers in Literacy	\$36,237.19
NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured as an average over each three year period.	While there was an increase in children receiving expected growth, our final overall numbers are not yet reaching our target. In response to this executive staff undertook professional learning in consultation with other local schools to analyse our NAPLAN results and implement a writing program for 2017 to address these targets.	\$3,500
HSLO attendance reports at or above state average.	Attendance reports throughout the year have been at or above state average in most student cohorts. As a whole school we are slightly below the state average.	\$1,000
Tracking student engagement through the school licence system	Online software has been used to track student behaviour and welfare issues. There was an increase in the number of students obtaining the higher levels of achievement in 2016.	\$3,500

#### Next Steps

The school will continue to undertake and implement research based programs such as L3 and TEN. As a school, we will continue on the Focus on Reading journey in 2017 implementing Phase 2 of this program. Time will be allocated to enable staff to undertake peer observations to support the implementation of these programs and assist with building capacity in all staff. As K–2 staff have completed their OPL year in L3 we will continue to implement this program at a school level and have a member of staff trained as a facilitator to ensure the effective implementation of this program. Our executive undertook a formal review of our SMART data in writing which highlighted three main areas of focus. This information has been used to develop a writing program that will commence in 2017.



## Strategic Direction 2

### Quality Leadership, Teaching and Systems

#### Purpose

Build the capacity of all teachers and leaders to implement a curriculum that is rigorous, flexible and engaging to meet the needs of students in a modern 21st century setting. Teachers and leaders engage in individualised, team and shared professional learning to enhance all students' learning through explicit quality teaching practices and the implementation of the National Standards. All teachers are encouraged and enabled to seek opportunities for leadership at all levels.

#### Overall summary of progress

In 2016 staff successfully completed the performance and development process (PDP). This process supported all teaching staff and assisted with the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. All aspects of the PDP process was successfully completed including observations, self assessment and the annual review.

The school successfully utilised beginning teacher funding to support a beginning teacher related to performance and development including their professional development and achievement of accreditation at the level of Proficient Teacher.

In 2016, Tuggerawong Public School successfully established Positive Behaviour for Learning (PBL) ready for its implementation in 2017. A team was created which displayed exemplary leadership to establish PBL. This included developing lessons to explicitly teach the three core values Respectful, Responsible and Personal Best. Systems have also been developed to monitor and track student progress.

Infants teachers undertook Teacher Professional Learning (TPL) throughout the year on research based programs including Language, Literacy and Learning (L3). Staff also participated in Focus on Reading (Phase 1) which enabled quality reading practices to be embedded K–6. PLAN data was successfully reviewed to support teaching and learning programs. Executive undertook a rigorous NAPLAN writing analysis which identified strengths, concerns, trends and strategies to support improvements in writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff professional growth plans reflect teaching standards and map a path for continual improvement.	All aspects of the PDP process, including goal setting, observations and the annual review were successfully completed by all teaching staff.	\$2,500
Effective management of school administrative, financial and resourcing involving a distributed leadership model.	In 2016 Tuggerawong Public School undertook a network upgrade which assisted with the successful transition to LMBR. Executive and SASS staff underwent LMBR training throughout 2016.  PBL was successfully launched, resources purchased and systems created.	\$35,000 \$20,000

#### Next Steps

In 2017 we will continue with the PDP process for all staff, including non teaching staff such as SASS. Selected staff will be involved in professional learning to ensure this process is an effective one for all non teaching staff as it has been for all teaching staff this year.

Next year executive and SASS staff will continue to familiarise their knowledge of LMBR and undertake training in components such as the BPC tool.

The PBL launch in late 2016 will ensure for a smooth transition into this framework. The PBL team, along with all staff, will continue to monitor its progress and adapt systems, processes and awards accordingly.



### Strategic Direction 3

#### Inclusive, Connected Communities

#### Purpose

Create an inclusive learning environment that engages all members of our community in authentic learning experiences that cater for the entire well-being of the child by building meaningful partnerships with parents, carers and the wider community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

#### Overall summary of progress

In 2016 a variety of community events were offered and well participated by our community including Harmony Day, Education Week, Easter Hat Parade and Carols Night. Authentic and meaningful opportunities for our community to engage in school life occurred throughout 2016.

A variety of cultural activities were offered throughout the year and a Student Learning Support Officer (SLSO) was employed to work with our Aboriginal and Torres Strait Islander (ATSI) students. Our ATSI students all had a Personalised Learning Plan (PLP) which was completed in consultation with the family. ATSI students performed at Ngara Assembly of Excellence and led NAIDOC Week activities.

Parents, carers and the wider community were involved in numerous occasions throughout the year assisting in classrooms, special days, parent teacher interviews and other initiatives such as working bees.

The school ensured a thorough transition process for both the new Kindergarten students for 2017 and our Year 6 students to high school. These transition processes are reviewed annually through way of parent surveys and staff input to ensure we continue to improve on these processes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent surveys reflect an increase in their contribution to school life.	Maintained and strengthened links with the community. From the parent survey in 2016, it is clear that those parents who responded value the school and the dedication of the staff. It was indicated that they would like to have parent workshops operating in 2017 in a variety of areas.	\$500
Increase the unique hits and contributions on the school Facebook and school website.	The number of people utilising communication tools such as Facebook and the school website has increased throughout 2016.	\$600
Increased numbers of parents actively working as learning partners in classrooms.	There has been an increase in parent volunteers working in classrooms this year including during literacy and numeracy groups.	
Increased numbers of parents contributing to school direction forums.	This year parents were invited to attend a parent information session on Positive Behaviour Learning (PBL) which links with our new Student Wellbeing Policy. In total there were 60 parents that attended this session.	\$500

#### Next Steps

Offer parent workshops on a variety of areas including Literacy and Numeracy with stage based focus and other workshops based around resilience and student wellbeing. Look at training parents in programs such as Multilit to further utilise their skills in the classroom.

Coordinate LMG initiatives to strengthen partnerships and offer increased opportunities in GATs and other extra curricular activities.

Plan and coordinate special events throughout 2017 to celebrate the 60th anniversary of the school.

Strengthen ties with the AECG and Aboriginal community through providing exemplary programs in implementing Personalised Learning Plans for all ATSI students.

Design and implement Positive Behaviour Learning program, including community consultation and review of all Welfare policies within the school.

Implement the Tell Them From Me Survey in 2017 for students, staff and parents.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All ATSI students have a Personalised Learning Plan (PLP) that was designed in consultation with the individual and their family.</p> <p>An Aboriginal community member employed to undertake a cultural program once a week for all ATSI students. At the end of the year all ATSI students performed at the Ngara Assembly of Excellence and presented the school with artefacts they created.</p> <p>Additional SLSOs employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from the Literacy and Numeracy Continuums.</p>	\$8,500
<b>Low level adjustment for disability</b>	<p>Staff member leading and overseeing NCCD was successfully completed.</p> <p>Strengthening of Learning Support Team (LST) practices and tracking which had a positive impact on the students referred through this process. Additional release time allocated to the LST Coordinator to ensure task like Access Request were accurately completed.</p> <p>Increase in LaST hours to support targeted students in a variety of ways including academically, socially and emotionally.</p>	\$19,831
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Executive staff released off class once a week to fulfil their work commitments and to develop resources for their stages and undertake peer observations.</p>	\$18,994
<b>Socio-economic background</b>	<p>Staff completing training in specific programs such as TEN, FoR and L3 and staff released to undertake classroom observations linked to these programs.</p> <p>Staff members collaborating on School Plan (Milestones) and implementing programs accordingly.</p> <p>Community activities and forums encouraging parent participation at all school levels.</p>	\$39,237.19
<b>Support for beginning teachers</b>	<p>Beginning teachers worked with a mentor to develop programming and reporting expertise. Beginning teachers participated in lesson observations which improved their teaching practice. They were also allocated extra release time on a regular basis and engaged in professional learning external of the school.</p>	\$7,500

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	109	109	113	126
Girls	100	109	107	115

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	94.5	95.7	95.1
1	91.9	94.7	93.6	93.9
2	93.9	94.5	93.3	92.2
3	95	93.8	94.6	93.3
4	93.4	94.9	93.4	90.7
5	95.1	93.2	95.2	90.9
6	92.2	95	92.6	93.4
All Years	94.1	94.4	94.1	93
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

Regular attendance at school is essential to assist students to maximise their potential. Tuggerawong Public School, in partnership with parents, are responsible for promoting the regular attendance of students. As a school we encourage regular attendance and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school has effective measures in place to monitor and follow up student absences. All reasonable measures are taken to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made. Tuggerawong PS ensures that attendance records are maintained and are an accurate record of the attendance of students. Students with

attendance concerns are discussed with the Learning Support Team and a parent meeting is undertaken. If required, external support is obtained including the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.08

\*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Tuggerawong Public School has two Aboriginal staff members. One is a classroom teacher and the other a School Learning Support Officer (SLSO). Tuggerawong Public School enjoys a close relationship with our local Aboriginal Education Consultative Group.

### 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	0

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Tuggerawong Public School in 2016. As well as completing the mandatory training elements required by the Department of Education our staff have focused their professional learning on evidenced based programs including Language, Learning and Literacy (L3), Focus on Reading, Targeted Early Numeracy and the Professional Development Framework. Professional Learning in relation to these programs occurred on school development days and additional weekly sessions which were attended by all teaching staff.

In 2016, Tuggerawong Public School had 7 teachers maintaining accreditation at the Proficient Level. As these teachers are in their maintenance cycle they continued to log their professional learning to reach the required 100 hours of professional learning. The school also has 4 teachers at provisional level who are in the process of gathering information with the intention of completing their evidence portfolio to become accredited at the Proficient Level. Currently there is one staff member in the process of gaining accreditation at the Lead Level of the Australian Professional Standards for Teachers.

## 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>322 653.59</b>
Global funds	76 786.43
Tied funds	110 034.46
School & community sources	23 552.79
Interest	2 488.28
Trust receipts	0.00
Canteen	0.00
Total income	535 515.55
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 154.11
Excursions	40 018.55
Extracurricular dissections	7 335.79
Library	3 000.00
Training & development	90.00
Tied funds	95 889.30
Short term relief	50 615.00
Administration & office	31 218.00
School-operated canteen	0.00
Utilities	15 671.00
Maintenance	5 779.25
Trust accounts	0.00
Capital programs	0.00
Total expenditure	259 771.00
<b>Balance carried forward</b>	<b>275 744.55</b>



The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	564 434.54
(2a) Appropriation	511 371.54
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	51 506.01
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 556.99
<b>Expenses</b>	-241 780.95
Recurrent Expenses	-241 780.95
(3a) Employee Related	-127 812.29
(3b) Operating Expenses	-113 968.66
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	322 653.59
<b>Balance Carried Forward</b>	322 653.59

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.

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 700 021.32
Base Per Capita	11 946.69
Base Location	0.00
Other Base	1 688 074.62
<b>Equity Total</b>	168 405.72
Equity Aboriginal	7 293.69
Equity Socio economic	59 664.33
Equity Language	0.00
Equity Disability	101 447.70
<b>Targeted Total</b>	62 590.01
<b>Other Total</b>	53 739.44
<b>Grand Total</b>	1 984 756.49

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.

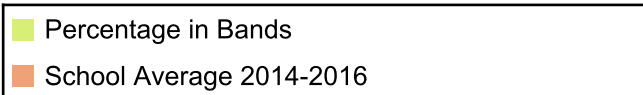
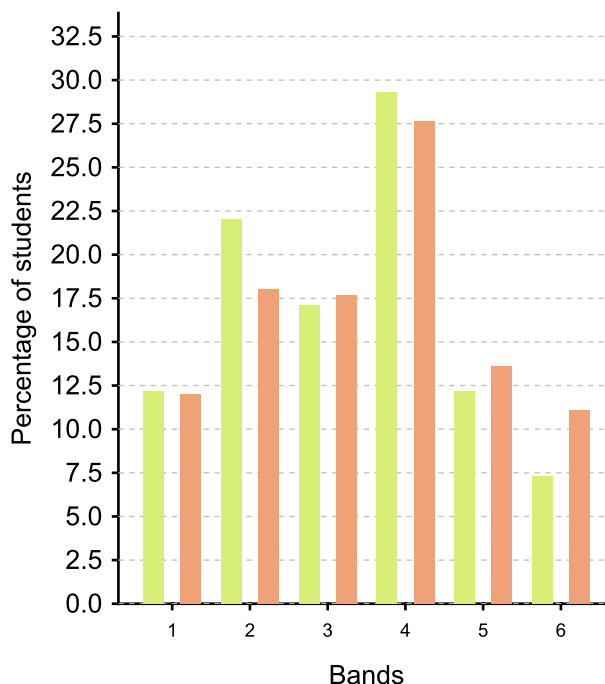
In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading.

The percentage of Year 3 students in the top two bands for Literacy in 2016 was below the school average from the period of 2014 to 2016 in all aspects. However, in Grammar and Punctuation there was positive growth from 2015 results. In the areas of Grammar and Punctuation and Writing Year 3 had a larger number of students achieving in band 5 than the previous year.

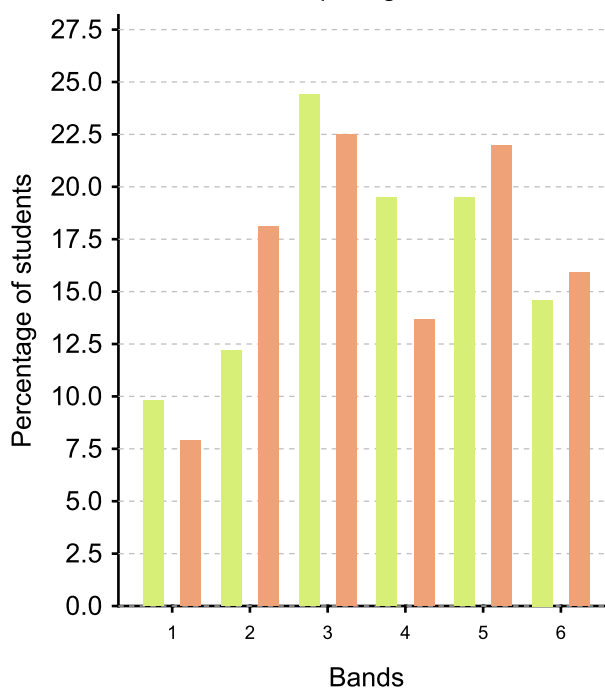
The percentage of Year 5 students in the top two bands for Literacy in 2016 was similar to the Year 3 results. When compared to the period of 2014 to 2016 the 2016 results showed negative growth, particularly in the area of Reading.

To address these results staff have engaged in a range of professional learning including an analysis of our 2016 NAPLAN results and implemented key initiatives and programs to improve the school's results in the area of Literacy for 2017.

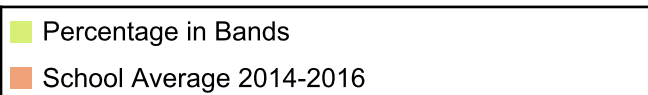
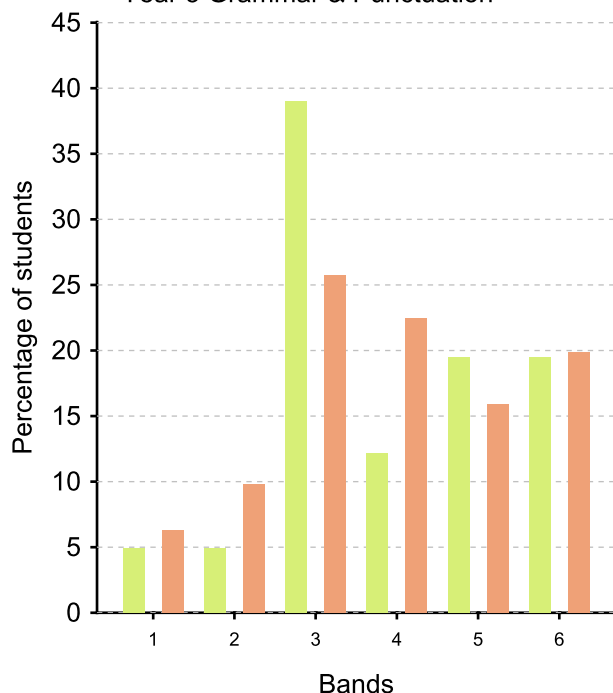
**Percentage in bands:**  
Year 3 Reading



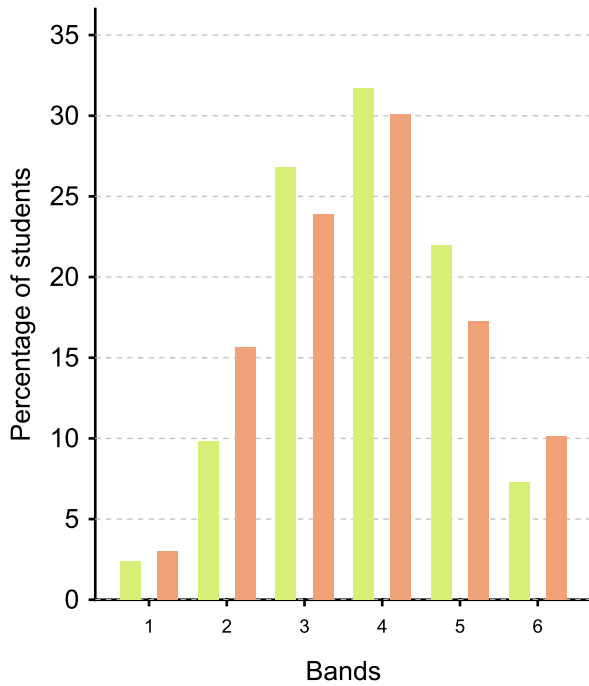
**Percentage in bands:**  
Year 3 Spelling



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

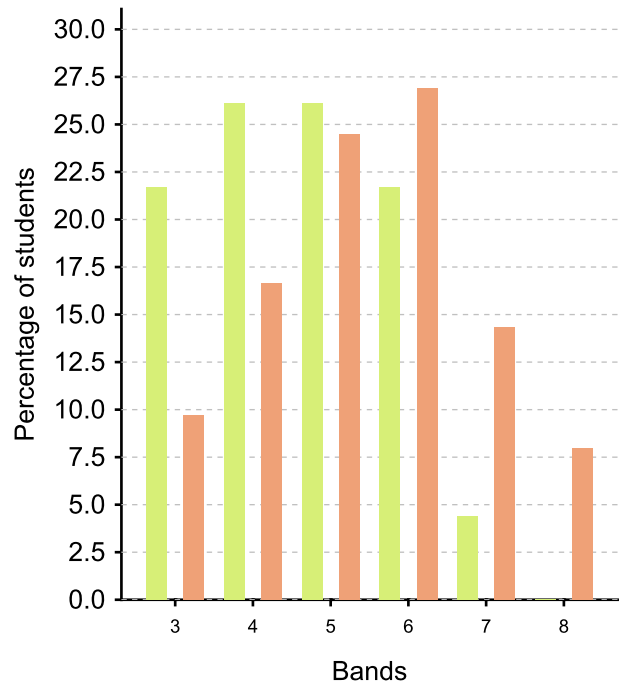


**Percentage in bands:**  
Year 3 Writing



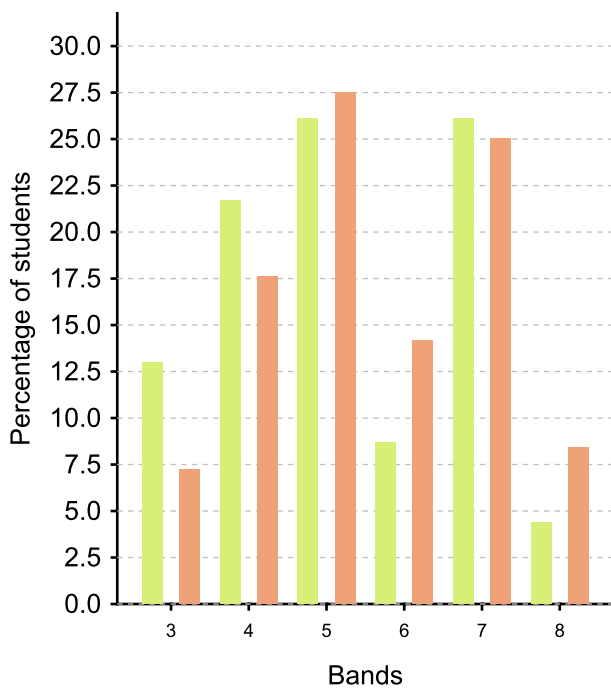
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



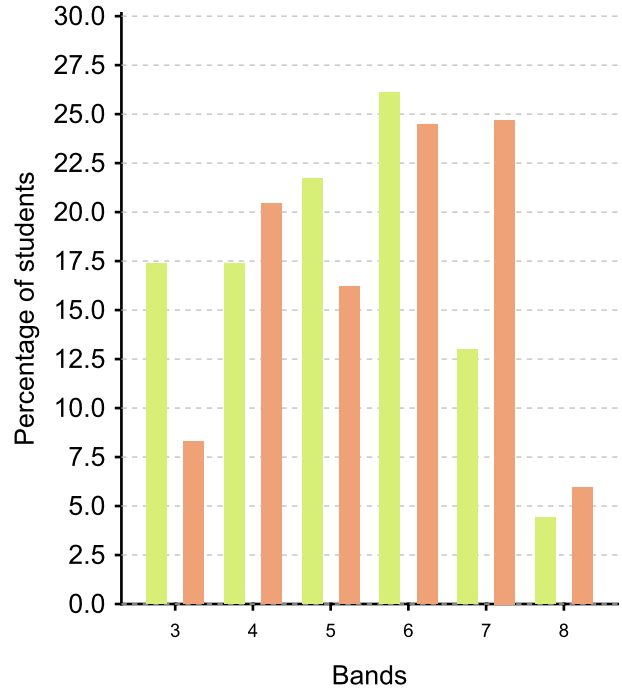
Percentage in Bands  
School Average 2014-2016

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



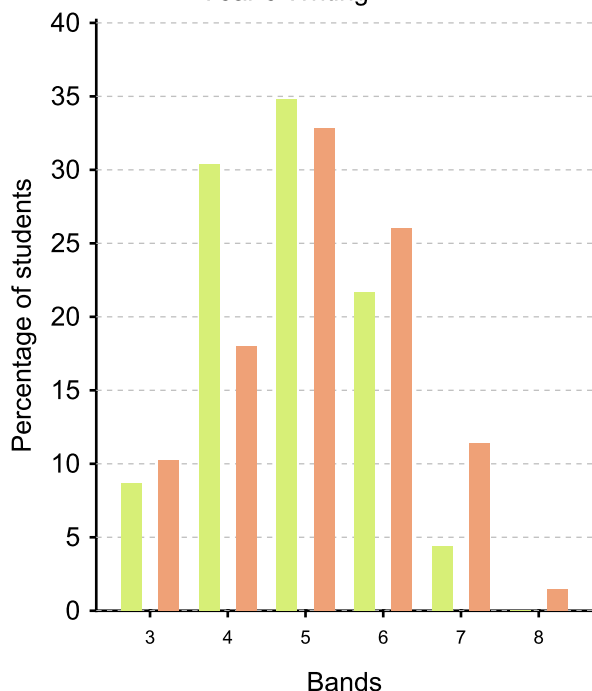
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing

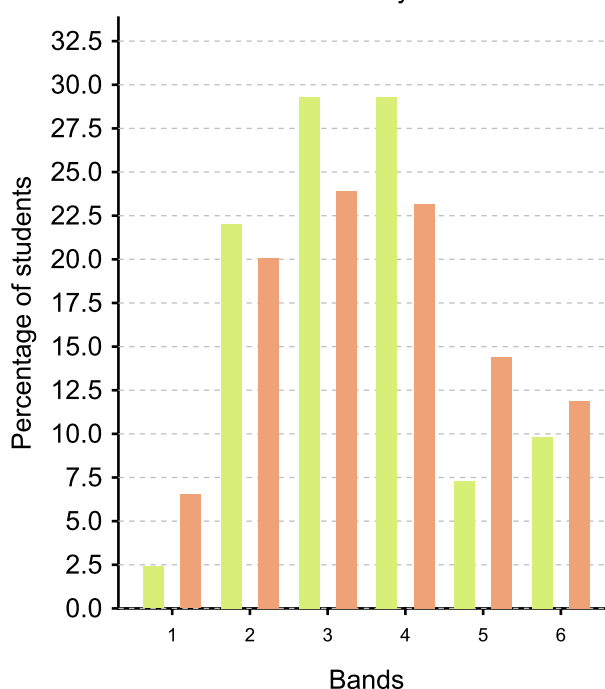


Percentage in Bands  
School Average 2014-2016

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in numeracy.

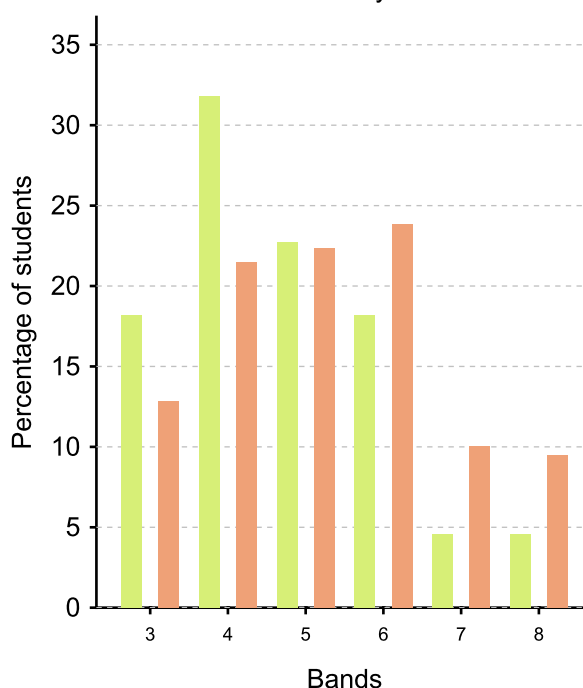
The percentage of Year 3 and Year 5 students in the top two bands for Numeracy in 2016 compared with the period between 2014 to 2016 has declined. Again to address these results staff have engaged in a range of professional learning including an analysis of our 2016 NAPLAN results and implemented key initiatives and programs to improve the school's results in the area of Numeracy for 2017.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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, students and teachers about the school. Information related to this are detailed below.

The large majority of parents see the Positive Behaviour for Learning (PBL) values of Respectful, Responsible and Personal Best being supportive as characterising the type of environment they would like their child to experience at Tuggerawong. The P&C endorsed the schools new Student Wellbeing Policy and had input into this document. The parent information session around this document was also well attended by parents and the large majority of input was positive. PBL will be fully implemented in 2017.

A parent survey conducted at the end of 2016 was completed by 30 parents / families. Parents expressed a strong satisfaction with the school. Parent responses are as follows:

- 100% felt staff were friendly
- 96.7% liked the friendly atmosphere of the school and 86.7% liked the family and community involvement opportunities that are available.
- 46.7% felt the facilities at the school such as technology and student toilets were not at a suitable standard. These issues have been addressed with a major upgrade of our network and a refurbishment of our student toilet block undertaken which will be completed by the beginning of 2017.
- Parents also expressed that they would like parent workshops in a variety of areas such as Literacy, Numeracy and student well-being. Tuggerawong Public School will endeavour to implement these programs in 2017.

Staff were surveyed at the end of 2016. They felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and pedagogies such as TEN, FoR and L3. Staff thought that the implementation of PBL was successful and timely in its approach. In 2017 staff would like to engage in quality teaching rounds, improve the facilities and technology available to students and through the implementation of PBL ensure a consistent approach to student welfare and behaviour expectations are achieved.

While students did not complete a formal survey they had countless opportunities throughout the year to express their satisfaction of the school in a diverse range of areas. The Student Representative Council (SRC) was the student voice and was a productive system that allowed students to voice their opinions and suggestions to further improve the school. Principal discussion groups with Student Leaders also proved an effective communication tool that ensured students had a say about their school. Overall, students valued their learning experiences and the teaching staff of TPS. There was disagreement between students of all ages in relation to the value of homework and some felt

bullying was an issue in the school that needed addressing.

Parents, students and teachers will all be surveyed utilising the Tell Them From Me Survey in 2017. The surveys that will be implemented throughout 2017 will give accurate and informative information in a broad range of areas that will assist with school improvements as the survey information has done in 2016.





# Policy requirements

## Aboriginal education

Tuggerawong Public School values the knowledge and customs of the traditional custodians of Australia. Embedded within class programs are Aboriginal perspectives across all Key Learning Areas. In 2016 Tuggerawong Public School received Aboriginal background funding which was utilised in a variety of ways as seen below:

- Employed an Aboriginal education worker (SLSO) to support students on a weekly basis in a range of academic and cultural activities both inside and outside the classroom.
- The school celebrated NAIDOC Week which was led by our Aboriginal and Torres Strait Islander students. All students were involved in a range of learning activities and involved in a smoking ceremony.
- Aboriginal students had the opportunity to attend cultural excursions and incursions and performed with neighbouring schools at the Ngara Assembly of Excellence.
- All Aboriginal students had a Personalised Learning Plan (PLP) that was developed in partnership between the home and school targeting areas for further improvement in literacy and numeracy and personal areas of interest.
- Some of our Aboriginal students worked individually or in small groups with Learning and Support Teachers in a range of areas such as Reading Recovery, social groups and Multilit.

As a result of a range of strategies and resources being offered to our Aboriginal students it has supported their learning and all students made improvements in the areas of numeracy and literacy. Some of our older students expressed that they felt more connected to their country and had an increase in self esteem and self confidence.

## Multicultural and anti-racism education

In line with the National Curriculum, Tuggerawong Public School has continued to review its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded.

In 2016 the school celebrated Harmony Day which involved all students in a range of activities that linked to this years theme 'Everyone Belongs'. Days and activities such as these assist with promoting tolerance, respect and the importance of cultural diversity.

The anti-racism contact officer (ARCO) was utilised in 2016 to promote cultural diversity. Another staff member was required to be trained as our existing ARCO went on leave. In 2016 all staff undertook Teacher Professional Learning on the referral process to the ARCO.

