

Tyalla Public School Annual Report



2016



4503

Introduction

The Annual Report for 2016 is provided to the community of Tyalla Primary 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.

Stewart Copeland

Principal

School contact details

Tyalla Public School

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Message from the Principal

Tyalla Primary School is committed to providing a quality education for all students in a caring and supportive environment.

As a community, we work collaboratively to exceed expectations across learning, engagement and wellbeing.

Our school vision is amplified by the many, diverse school programs and the outstanding commitment of the entire school community. Together, we aspire to excellence in all that we do and this can be seen in the many achievements from within our school, our competitive external results and the connections across our Lighthouse Community of Schools network.

Our key focus areas of literacy and numeracy permeate every aspect of learning to equip students with the foundational skills required for ongoing, future success. A consistency of approach across our classes, ensures that contemporary practices and currency of methodologies drive programs that are differentiated to meet diverse student learners.

A supportive parent body, works with our school to maximise participation and promote an inclusive school culture. Throughout the year, many events are scheduled and are very well-attended, inviting highly positive feedback. I am filled with a sense of pride and honour to be leading Tyalla Primary School and look forward to our future endeavours as we strive to meet the challenges and opportunities presented to us.

Stewart Copeland

Principal

School background

School vision statement

Tyalla Primary School is a safe, respectful, place of learning.

Our vision is to provide a welcoming, caring and motivating environment that encourages and provides opportunities for students to achieve their full potential.

We value:

- Respect
- Resilience
- Persistence
- Integrity
- Co-operation

We will do this by:

Acknowledging and celebrating the diversity of our students, staff and our community.

Promoting an inclusive, engaging and stimulating quality teaching and learning environment where students are encouraged to participate and achieve excellence in academic, cultural and sporting activities.

Fostering self-esteem, high expectations, personal responsibility, tolerance, life skills and respect for others.

Providing strong leadership and engaging team members that are professional, act with integrity and demonstrate excellent communication and respect for all school and community members.

Educating 21st Century students to be self-directed, lifelong learners who are productive and resilient members of the community.

Our school promotes and values partnerships between school, home and community.

School context

Tyalla Primary School is located in Coffs Harbour on the Mid North Coast of NSW. We have a student population of approximately 330 students from a wide range of family and life circumstances. The school population includes 30% of Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. Our team of teachers and support staff at Tyalla recognise that the quality teaching and learning has the greatest impact on the learning outcomes of students. Our educational platform is underpinned by the Quality Teaching Framework as the core focus. Tyalla Primary School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment.

Tyalla Primary School has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those 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. 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.

Our areas of emphasis in regards to the School Excellence Frameworks were as follows...

• **Learning domain and Learning Culture** – we are *working towards delivering* a school culture that builds educational aspiration and ongoing performance improvement across our community, where students take responsibility for their learning. Tyalla Primary School has a focus on individual support for students typified by an effective Learning Support Team which liaises with parent and other support agencies. In 2016 there has been an emphasis on student attendance with increased awareness raised with parents on the impact of regular absences or chronic lateness. Future directions for Tyalla Primary School include: further development and review of policies, which reflect the changing nature of our student enrolment profile, and greater parent input into personalised education/learning plans.

• **Learning domain and Curriculum and Learning** – we are *working towards delivering* an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning, responsive to the learning needs of all students. Our evidence is drawn from differentiated learning programs and based on data analysis, tracking and monitoring of student progress. Future directions include: innovative delivery mechanisms are explored through Early Action for Success (EAFS) and consistent teacher judgement.

• **Teaching domain and Effective Classroom Practice** – teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Analysis of evidence places us at *delivering* feedback and reflection are part of the teaching culture. Future directions for Tyalla Primary School include: continuing to build on formative assessment strategies as a whole-school approach to provide specific and timely feedback, utilize Quality Teaching Successful Students funds to promote instructional leadership and enhance classroom practice.

• **Teaching domain and Data Skills and Use** – we are *working towards delivering* with regard to student assessment data being regularly used school-wide to identify student achievement and progress and inform future school directions. Regular data meetings, tracking of students and collaborative teacher practice, support our judgement against this element. Future directions for Tyalla Primary School include: building greater consistency in analysis of school-based assessment data.

• **Leading domain and Leadership** – we are *working towards delivering*. The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. Our analysis is informed through leadership opportunities at all levels, high engagement and distributed roles and responsibilities. This was characterised with the entire executive team participating in and completing 'The Art of Leadership' professional learning in 2016. Future directions for Tyalla Primary School include: extending the community's understanding and opportunities for consultation and feedback centred on school priorities.

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

For more information about the School Excellence Framework:

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

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 [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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

A culture that promotes engagement and well-being

Purpose

Our school is driven by a deep belief that every student is capable of successful learning. There is an expectation that all classrooms are highly effective and students are deeply engaged in learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. We are looking to build a strong collegial culture of mutual trust and support among teachers and school leaders and parents where each group is treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

Overall summary of progress

A continued school-wide focus on student learning and engagement is aimed at ensuring all students access a quality, differentiated curriculum reflective of contemporary practices, aligned to NSW syllabuses and the ever-changing demands of future-focused knowledge and skills. Across our school, teachers have engaged in professional learning and accessed support to further develop literacy and numeracy pedagogies, including Language, Learning and Literacy (L3) and Choice Theory. A focus on targeted teacher professional learning has ensured that a quality teacher is in place in every classroom and is well-equipped to differentiate learning to cater for diverse student needs. School-wide processes monitor student achievement in Literacy and Numeracy. This data is tracked, monitored and used to inform classroom programs and support, as required, through learning and support personnel.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sentral data – Think Tank, Student Welfare levels, School Merit System.	Implementation of Choice Theory as a means of addressing student behaviour issues meant that students are now being challenged to examine and reflect on their 'own' behaviour. Promotion of achievement levels across the school community has seen a greater emphasis on the need for our students to achieve positive awards..	Focus on our school system with a view to initiating improvements where possible.
Attendance.	Improvement of attendance through liaison with parents and HSLO and the follow-up of students with continuing patterns of absence. This has resulted in an overall increase of 0.3% across the school.	Attendance monitoring and compliance.
Suspension data.	During 2016, we had an increase in suspensions. An ongoing focus on our student welfare policy and the associated procedures in the future is imperative as we put in place initiatives that will cater for the needs of each student.	Better utilization of the LaST teacher to support student learning and engagement.
EALD data.	Catering for individual needs of students as they commence schooling in a new country and as part of a very different culture. Guiding transition into mainstream classes.	Utilization of the EAL/D teacher to provide support and guidance where possible.

Next Steps

In 2017, our next steps include:

- Review and adjust teaching and learning scopes and sequences to reflect a more integrated programming model.
- Innovation in teaching and learning will be encouraged, explored and appropriately supported through professional learning and engagement.

- Staff to undertake the Understanding Personalised Learning & Support ongoing TPL.
- Reduce suspensions through the more effective use of schoolresources and personnel eg more effective utilization of LaST, Ed Services Team, LST, review of return from suspension from suspension procedures via continual use of system was newly established.
- Improvement of school attendance data.

Strategic Direction 2

Systematic curriculum delivery

Purpose

Our school community has identified the strong need for a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations. Data is analysed to inform and design learning programs across the year levels. Assessment and Reporting procedures will be developed and aligned to the NSW Curriculum and DEC policy requirements. This process will be refined collaboratively to provide a shared vision for curriculum practice. This plan is to be shared with all stakeholders.

Overall summary of progress

All teachers participated in workshops where the NSW Syllabus was examined and scope and sequences for the school were developed. From these, unit outlines were developed to guide teachers in their planning for year groups as they access the learning opportunities in class. These workshops led to an increase in teacher confidence working with the NSW Syllabus for the Australian Curriculum, particularly in History and Geography.

Systematic curriculum delivery was greatly enhanced through the stage planning days which were conducted throughout the year and enabled a greater consistency of teacher judgement in teaching–learning activities and assessment.

Stage One teachers participated in the TENS training and have focused much effort on the literacy continuum, plotting student progress and looking at ways to enhance this learning in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
K–6 students plotted on the K–10 Literacy Continuum for Writing, Reading and Comprehension.	Achieved in most classes. Ongoing staff development, professional discussion as a team throughout the year..	Stage/Team Planning \$45,000
Create a timeline to complete a whole school Reporting and Assessment schedule.	Completed schedule with expected response and indicative timeline.	Whole School & Team Planning.

Next Steps

In 2017, teachers will continue to embed the History and Geography Syllabus into practice.

Our school has moved onto the Early Action for Success (EAfS) program for the first time in 2017 and the Instructional Leader will support and mentor Early Stage 1 and Stage 1 in the development of best practices for data collection and tracking systems to enhance planning and ongoing student learning, particularly with Writing, Working Mathematically and the Early Arithmetic Strategies.

Strategic Direction 3

An explicit improvement agenda

Purpose

Our school leadership team have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. We are committed to developing shared leadership across the school. Explicit and clear targets for improvement have been set and communicated to parents and families, teachers and students. This is essential if we are to enjoy a strong school–community partnership for the betterment of education at Tyalla.

Overall summary of progress

There has been a variety of school and community activities held at our school throughout the year. The school is seen as the hub of the community for many families and provides a variety of internal and external learning areas and is flexible in its offering as a venue for business and community organisations' training and ongoing professional skills. The school has deliberately sought out and identified expertise within the community and built strong partnerships between the school, its students and staff and the community to provide and extend that relationship which is enhancing the learning for all participants. Staff are committed to their own ongoing development, understanding, implementing and taking or being part of targeted professional needs and standards. This was further evidenced by the executive members of staff participating in the intensive 'Art of Leadership' PL during 2016 and the resulting skills and positive practices that were able to be implemented at the school level as a result of this.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school executive team are at the forefront of the school improvement agenda, utilising the 'Art of Leadership' strategies to develop shared leadership.	'Art of Leadership' TPL completed and a number of positive strategies shared with staff, with a view to initiating positive change and encouraging student ownership of behaviour.	'Art of Leadership' TPL \$15,000
Students displaying deep knowledge and understandings across all Key Learning Areas.	Quality teaching and differentiation of curriculum in individual classrooms has been evident across the school. Differentiation processes are being embedded in supporting individual learning. Impact of programs such as QuickSmart and L3 is evident. Employment of SLSO's to support literacy learning in every classroom.	Quality Teaching across the school. SLSO literacy support \$85,000

Next Steps

In 2017, Tyalla will continue to monitor student attendance and raise parental awareness of the importance of school attendance.

Tyalla Primary School will continue to build closer ties with our feeder high schools and neighbouring public schools through joint collaboration of transition to high school activities.

We will be utilizing 'Quality Teacher, Successful Students' (QTSS) funding to support access to our Instructional Leader across the school (with a focus on K–4) as we examine data and look at ways to enhance student outcomes and cater for the individual needs of teachers as outlined in their personalised development plans.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Our Aboriginal Education Assistant (EAO) was employed at school to work with the children and maintain cultural identity and enhance student learning through support in the classroom.	Employment of Aboriginal Education Assistant \$64,388
English language proficiency	Funding was used to develop and deliver professional learning opportunities for staff to enhance understanding of EAL/D learning and the ESL scales. EAL/D funding was utilized to support students across K–6. These students were supported through multiple modes of learning; in class support, peer support and/or withdrawal as appropriate. Professional learning networks and local organisations support teacher development and inclusive practices.	Program support \$23,237
Low level adjustment for disability	LaST teachers provided support and advice to class teachers in preparing learning, behaviour management plans for students; plus anecdotal comments for sharing with teachers, noting adjustments or differentiation for teachers in their programs or student reports. Targeted professional learning ensured that our teachers are well-equipped with the skills needed to address the varied learning needs of students across our school and in line with the NCCD and Disability Standards for Education. 2016 saw the systematic co-ordination of the LST team who developed, monitored and evaluated learning plans and targeted programs for students requiring support.	LaST teacher allocation 1.5 – \$153,031 Low level support for students in the classroom and accessing learning \$38,246
Quality Teaching, Successful Students (QTSS)	All teachers had access to and are supported through coaching and mentoring opportunities, aligned to the Performance and Development Framework. Reflection on goals, through annual assessment processes, reveal achievement of intended goals and have assisted in planning for future growth.	QTSS Staffing component as per school staffing allocation 0.231
Socio-economic background	Additional classroom teachers and support staff utilised to enhance teaching/learning experiences at Tyalla and to minimise educational disadvantage. Effective and targeted classroom support was put in place to support literacy and learning of every student in the school. This also included the employment of specialised teachers in the areas of Computer Education and the Creative and Practical Arts.	Classroom Teacher \$100,000 Team Planning \$45,000 QuickSmart \$15,000 CAPA \$60,000 Computer Education \$60,00 SLSO Literacy Support \$85,000
Targeted student support for refugees and new arrivals	Employing EAL/D staff enabled our school to put various support mechanisms in place and enabled our students to better access the curriculum and gave our newly arrived families a familiar face and person to liaise with and clarify questions or concerns.	EAL/D Teacher \$9,044 Bilingual Aides employed 0.4 for most of year

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	173	151	151	161
Girls	185	160	170	170

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	93.7	94.8	93.6
1	92.4	92.8	90	93.8
2	93	94	92.7	91.5
3	94.1	91.8	92.8	92.2
4	92.2	94.3	89.7	92.2
5	93.4	93.8	92.5	91.2
6	92.3	93.3	93.4	94.4
All Years	92.7	93.4	92.4	92.7
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
All Years	94.7	94.8	94	94

Management of non-attendance

One of the school's strategic targets for 2015 to 2017 was to increase attendance to above 93%. The School Attendance Table indicates that the target is 'on track' with our overall attendance rising from 92.4 to 92.7% in 2016. The school will continue with attendance strategies in the foreseeable future to maintain this level and to perhaps to extend it further.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	5.12
Other Positions	1.61

*Full Time Equivalent

Our school has twelve full time classroom teachers, part-time Reading Recovery teacher, Learning and Support Teacher (LAST), permanent part-time teacher/librarian and part-time Release From Face to Face teacher (RFF).

At Tyalla Primary School, we employed 1 Aboriginal member of staff in 2016. This was our Aboriginal Education Officer.

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	5

Professional learning and teacher accreditation

Our school's professional learning reflects the whole staff and individual needs for new skills and strategies. There has been an increase in professional dialogue between staff and professional learning time has been allocated accordingly to support all staff members in the form of planning days and sessions. This professional learning time has also enabled staff to develop additional resources and research/investigate other approaches to teaching and learning to accommodate students' learning styles. All staff including teachers and SASS (support) staff participated in the three Staff Development Days (SDD) that take place in Term One, Term Two and Term Three. Topics covered included more local custom and culture with Gumbaynggirr elders, Science and History curriculums, mandatory Child Protection Training, Code of Conduct, Anaphylaxis, Emergency Care and CPR. All teachers also participated in ongoing professional learning activities throughout the year including SDD variation sessions on developing their own Professional Development Programs (PDPs).

Our school has no permanent beginning teachers working towards accreditation at Proficient levels in the National Education Reform Agenda (NERA – formerly BOSTES); nor are there teachers seeking voluntary accreditation at Highly Accomplished or Lead or maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead.

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

Financial information

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

Income	\$
Balance brought forward	331 894.00
Global funds	277 447.00
Tied funds	569 662.00
School & community sources	67 169.00
Interest	9 098.00
Trust receipts	10 377.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	27 970.00
Excursions	39 775.00
Extracurricular dissections	27 411.00
Library	10 543.00
Training & development	6 088.00
Tied funds	485 447.00
Short term relief	91 868.00
Administration & office	31 250.00
School-operated canteen	0.00
Utilities	41 910.00
Maintenance	25 020.00
Trust accounts	11 835.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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

42 **Year 3** students sat the Literacy NAPLAN test for Reading, Grammar & Punctuation, Spelling or Writing.

Reading: Band 1 = 9.5%; Band 2 = 33.3%; Band 3 & 4 = 40.4%; Band 5 & 6 = 16.7%.

Grammar & Punctuation: Band 1 = 22%; Band 2 = 14.6%; Band 3 & 4 = 48.8%; Band 5 & 6 = 14.7%.

Spelling: Band 1 = 12.2%; Band 2 = 31.7%; Band 3 & 4 = 31.7%; Band 5 & 6 = 24.4%.

Writing: Band 1 = 4.8%; Band 2 = 16.7%; Band 3 & 4 = 50%; Band 5 & 6 = 28.6%.

Year 5

41 in **Year 5** students sat the Literacy NAPLAN test.

Reading: Band 3 = 9.8%; Band 4 = 22%; Band 5 & 6 = 58.5%; Band 7 & 8 = 9.8%.

Spelling: Band 3 = 12.8%; Band 4 = 20.5%; Band 5 & 6 = 56.4%; Band 7 & 8 = 10.3%.

Grammar & Punctuation: Band 3 = 7.7%; Band 4 = 23.1%; Band 5 & 6 = 51.3%; Band 7 & 8 = 17.9%.

Writing: Band 3 = 12.8%; Band 4 = 20.5%; Band 5 & 6 = 64.1%; Band 7 & 8 = 2.6%.

Some notable concerns do stand out in **Year 5**. The middle Bands 5 and 6 contain at least half of the student group in most instances. Writing continues to be a challenge with no student achieving Band 8 level (highest band). The average growth from students in **Year 3** in 2014 NAPLAN to **Year 5** in 2016 includes:

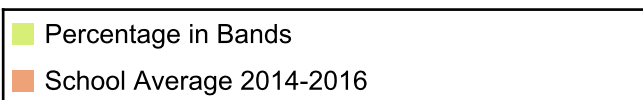
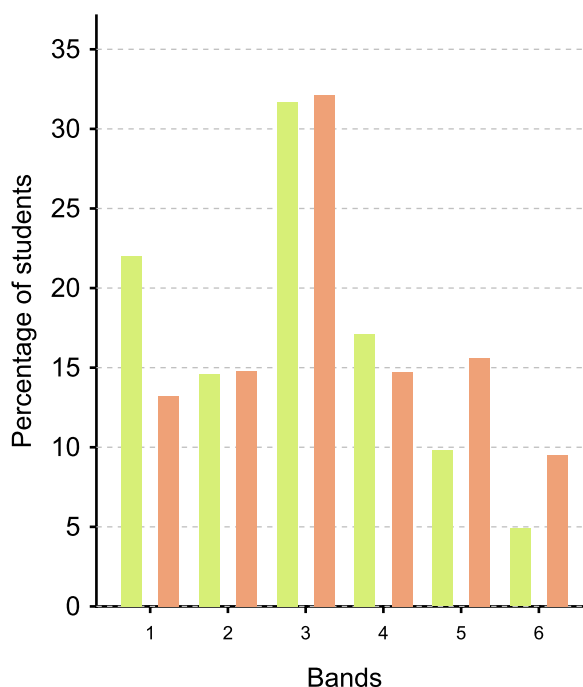
Reading: 101.8 (state growth was 80.1);

Grammar/Punctuation: 96.4 (state growth was 76.30);

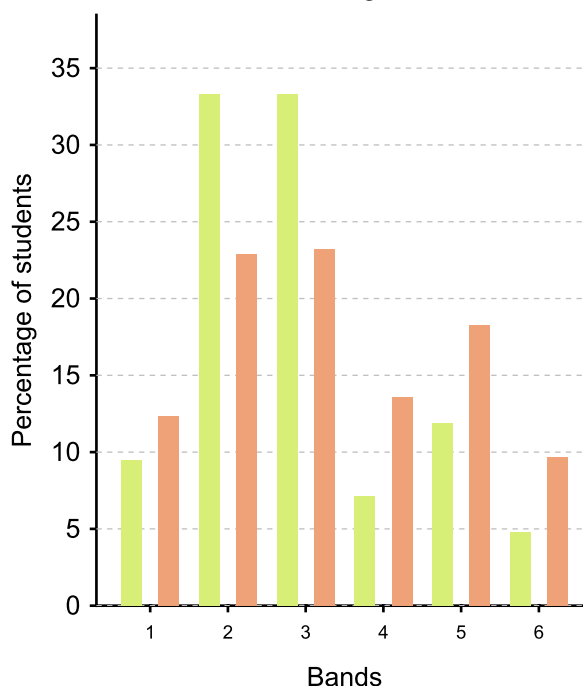
Spelling: 98.8 (state growth was 77.6); and,

Writing – No growth was displayed due to different text types.

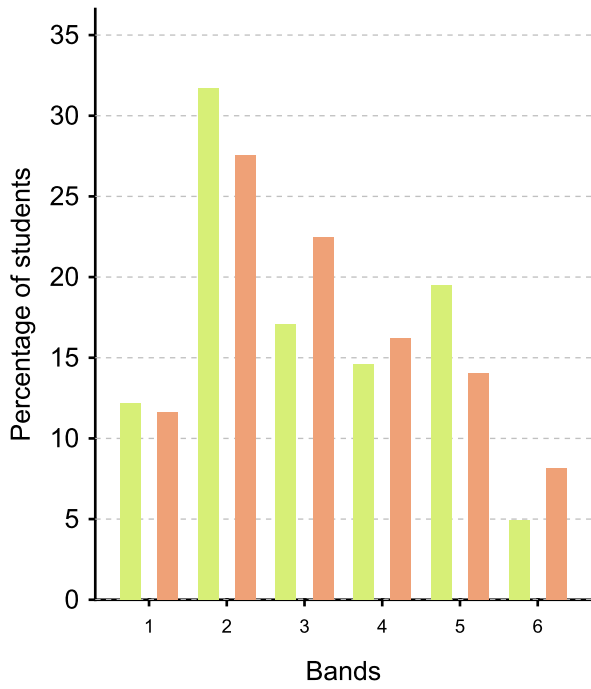
Percentage in bands:
Year 3 Grammar & Punctuation



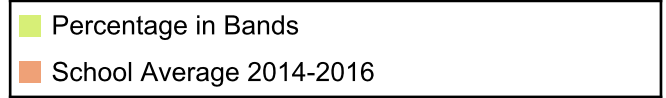
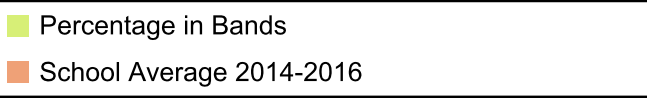
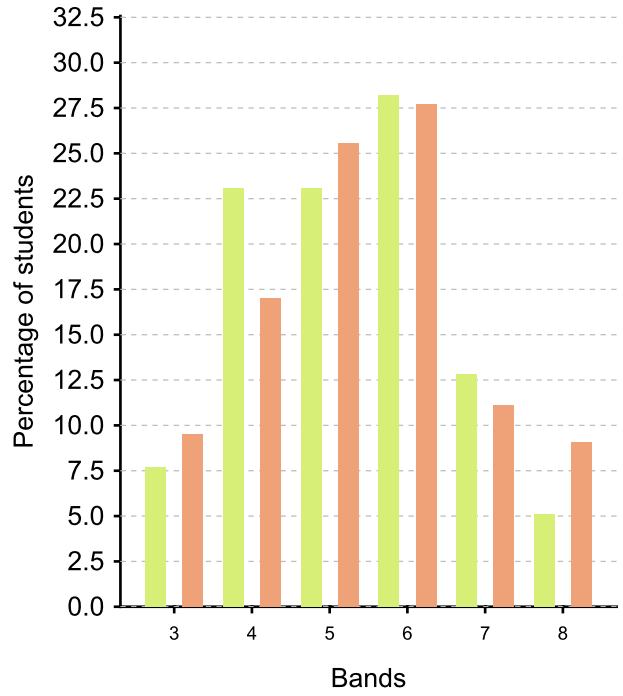
Percentage in bands:
Year 3 Reading



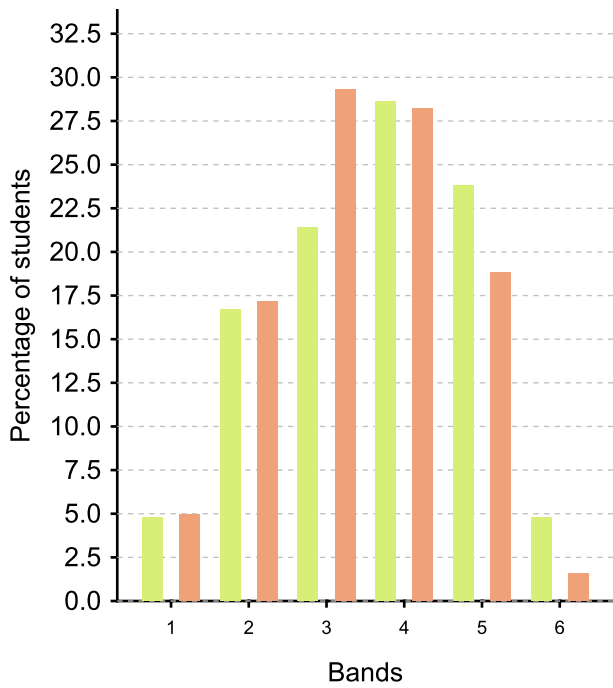
Percentage in bands:
Year 3 Spelling



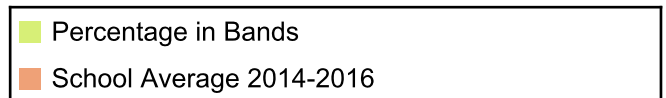
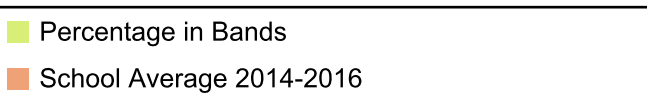
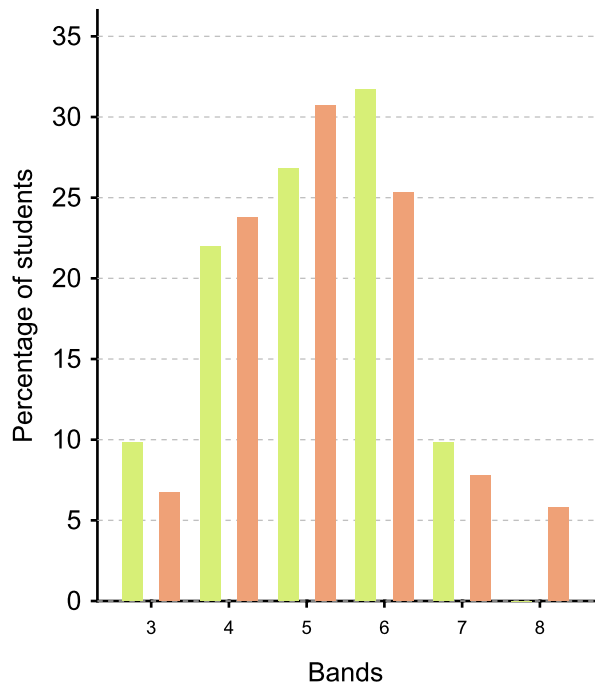
Percentage in bands:
Year 5 Grammar & Punctuation



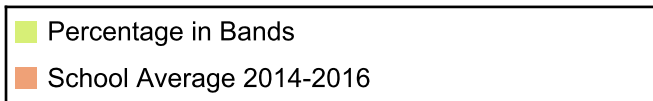
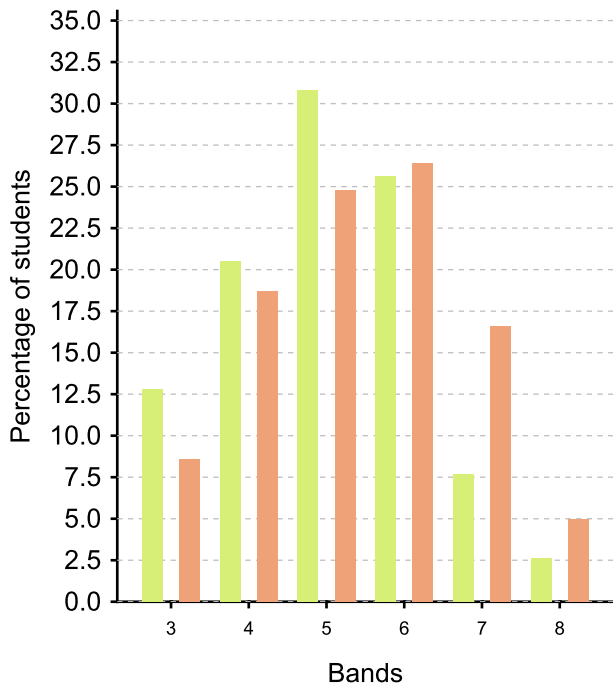
Percentage in bands:
Year 3 Writing



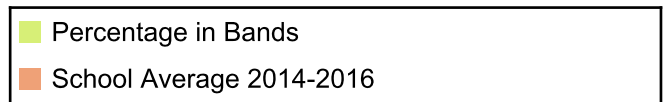
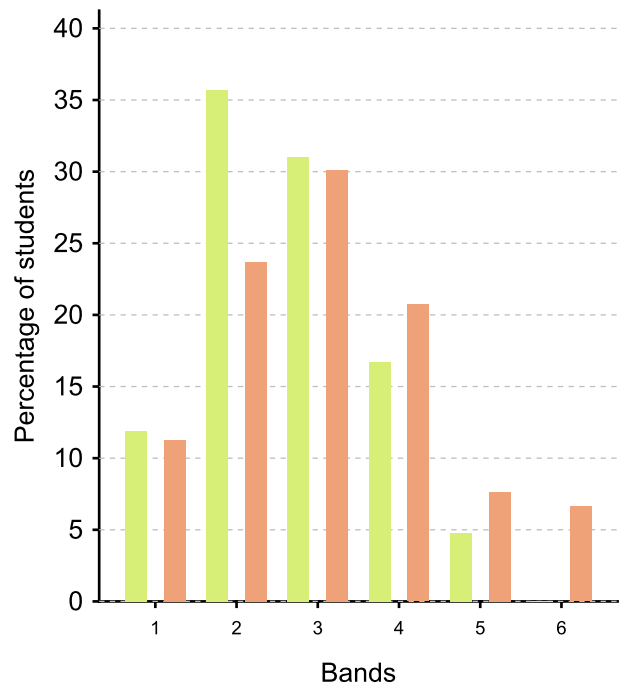
Percentage in bands:
Year 5 Reading



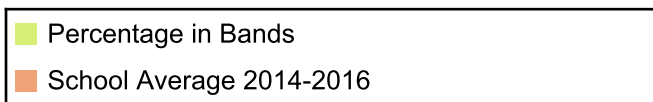
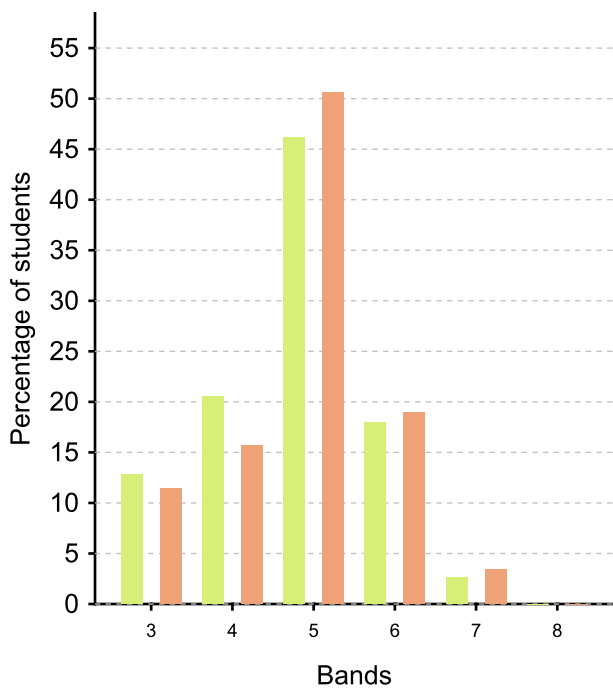
Percentage in bands:
Year 5 Spelling



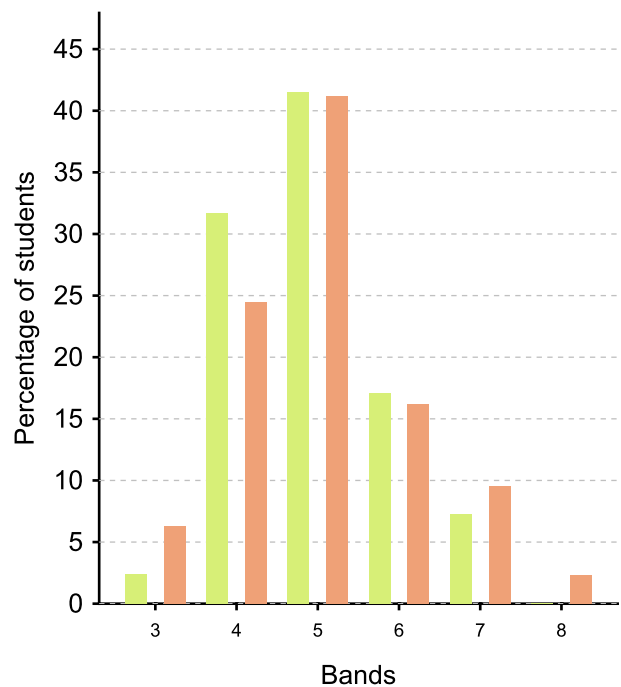
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3 Numeracy: Band 1 = 11.9%; Band 2 = 35.7%;
Band 3 & 4 = 47.7%; Band 5 & 6 = 4.8%.

Year 5 Numeracy: Band 3 = 2.4%; Band 4 = 31.7%;
Band 5 & 6 = 58.6%; Band 7 & 8 = 7.3%.

Average Numeracy growth in 2014 **Year 3** NAPLAN to
2016 **Year 5** NAPLAN was 89.4 (state was 91. 8).

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.

Their responses are presented below.

In 2016, the school sought the opinions of parents about the school.

Their responses are presented below.

89% agreed that this school is a good place for their child to learn.

85% agreed that they thought the school is a friendly place.

90% agreed that as a parent, they felt welcome at Tyalla.

100% felt that teachers at this school expect my child to learn.

100% stated that that they could talk to their child's teacher easily.

95% felt that their Child's teacher gave their child individual help when they needed it.

90% agreed that they were satisfied with their child's overall academic progress at this school.

90% stated that they felt comfortable about talking with the Principal.

85% agreed that when it comes to discipline, their child has been treated fairly.

95% stated that they knew the school's rules and behavioural expectations for their child.

95% indicated that they were proud to be part of the success of this school.

89% stated that they would recommend this school to their friends.

Our teachers have been involved in the writing of the 2015–2018 Tyalla Primary School Strategic Plan from the beginning. This involved discussions about our school and ways in which we could capitalize on strengths and weaknesses. We also devised and refined our school vision statement, and school context as part of the planning and consultative process. From this, a group was selected to participate as part of our School Improvement Team, that were responsible for meeting, discussing and devising the planning process and programs within our school.

Tyalla students have an active voice through the Student Representative Council (SRC). This was an active body in 2016, working to improve our school for the good of the student population.

Policy requirements

Aboriginal education

2016 was a successful year for our Aboriginal students academically, socially and emotionally. Personalised Learning Pathways were developed for each Aboriginal student, which informed teachers and empowered students for successful learning throughout the year. Aboriginal heritage and cultural awareness is embedded in school learning programs. Additionally, throughout the year, a number of events recognised and celebrated the contributions, history and future, associated with key calendar events. Our students feel connected, are engaged in meaningful and relevant learning and are supported through strong family partnerships. Our ongoing association with the Aboriginal Education Consultative Group (AECG) enables us to connect with local elders and ensure we are abreast of contemporary needs and issues.

Our school's teaching programs educate all students about Aboriginal history, art, local and general customs, culture and contemporary Aboriginal Australia. The programs focus on key issues relating to improving relationships, understanding country, reconciliation, valuing culture and sharing history. Further considerations of increasing cultural awareness and consciousness were again ongoing in 2016. NAIDOC celebrations were a part of this whole journey. In 2016, in conjunction with our local AECG, the inaugural NAIDOC Week awards were held, seeing our Aboriginal Education Assistant recognised for her hard work and dedication towards helping all children over a number of years.

Multicultural and anti-racism education

The school recognised the significance of our very diverse nation through events such as Harmony Day, Sorry Day, NAIDOC Week celebrations and the specific teaching of other cultural influences through units of work across Kindergarten to Year 6 curriculum areas. Stage One students researched their family history and displayed their knowledge and understanding of their families through a 'mini expo' entitled 'History in a shoe box'. Students displayed written information and provided their own resources and family heirlooms on their own backgrounds. The whole school and many parents and community members visited the 'mini expo' and were amazed with the work produced by the students.

Our EAL/D students participated in a number of special initiatives in 2016, including a Learn to Swim program, North Coast Sport Multicultural Day and an EAL/D Surf School.

Several Tyalla staff completed the Anti–Racism training in 2016 and remain as valuable contacts in the case of a concern arising at any given time.