

Tomaree Public School

Annual Report



2017



2723

Introduction

The Annual Report for **2017** is provided to the community of **Tomaree Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Tomaree Public School we believe that if we work in meaningful partnerships within and beyond the school community we will inspire the development of lifelong learners who strive to reach their full potential. We believe that developing confident, creative and engaged students is reliant upon maximising every individual's opportunity to participate. We believe that engaged students who have strong relationships, are motivated and independent learners, have the capacity to become active, informed and responsible citizens.

School context

School Context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non – teaching principal, 4 assistant principals, 16 classroom teachers including 3 special education classes, a full time learning and support teacher, a full time teacher librarian and two support teachers who specialise in music, drama and art. We are heavily supported by a SAM and SAO, and a GA who all work tirelessly to support our vision.

The school population of 362 includes 25 Aboriginal students, 40 students of Defence Force families and a small number of students with language backgrounds other than English. Our population is very transient and we have regular deployment of Defence families resulting in a high mobility rate.

Tomaree Public School caters for a wide range of activities for students, including those within performing arts, sporting, cultural, leadership, environmental and academic pursuits, ensuring our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement in the new school plan.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum, assessment and student performance measures. The introduction of PBL has created a positive learning culture amongst staff and students. The values of Respect, Responsibility and Personal Best have become the mantra at the school, with Positive Behaviour for Learning (PBL) being firmly established. The importance of valid and reflective data collection and its use in reporting to parents has been a focus over 2017, and will continue to be built upon in the new school plan.

In the domain of Teaching, student performance measures and the collaborative practices of staff members have been a major focus. Staff members have worked collegially in relation to planning, teaching and growing as stage teams. Staff are delivering and implementing evidence based practice through reflection, evaluation and data analysis.

In the domain of Leading, our focus has been on the progress of educational leadership and improvements in school planning, implementation and reporting. This is building a dynamic school learning culture.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Performance – Students and staff reach their potential as leaders and strive for continual improvement.

Purpose

Purpose: To sustain a culture in which;

Students achieve to their potential and strive for success, leading to optimum outcomes.

Students and staff gain the skills, knowledge and attributes which will enable success in their work.

Staff deliver quality educational programs using consistent, high standard professional practices.

Staff monitor data regularly and student progress will be tracked to drive continual improvement.

Overall summary of progress

All teachers are now upskilled in entering PLAN data in all aspects of Literacy and Numeracy at the end of each term. Stage Leaders check that this data has been updated. End of year handover data was collected, collated and handed to 2018 classroom teachers. Scope & Sequence Committee was formed and decision was made to do some initial work, but extend this to the beginning of 2018. This has been held over until early 2018 due to time constraints. Professional Learning (PL) around TEN, TOWN, L3 and FoR was completed and results were collected. Some pleasing results were seen and planning around further improvements will be embedded in next year's plan

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students in Years 3, 5 & 7 achieve state average growth over a rolling three year average. (Baseline eg averaged growth over 2012, 13&14) 85% of all students reach grade appropriate continuum clusters in literacy and numeracy and students in K–2 meet L3 Benchmark targets.	Planning Days \$15 866 Quality Teaching \$4 000 Career Development \$11 000	Through school analysis of Smart data on student's results it has been highlighted that this has been achieved in all learning areas for years 5 and 7, except for the areas of Spelling in Year 7. Year 3 expected growth cannot be identified, however, students at proficiency was in line with State percentages in the areas of Reading, Grammar and Punctuation, and Numeracy of our 85% target. In the areas of Writing and Spelling for Year 3 students we achieved marginally below the 85% target set. In continuum clusters all students were plotted and targets were pleasing across K–2. Targets in Years 3–6 were lower than anticipated from the benchmark set. The data has provided significant information to support planning for future directions.
85% of all students reach grade appropriate continuum clusters in literacy and numeracy and students in K–2 meet L3 Benchmark targets.	Literacy and Numeracy professional learning \$22 500 Teacher observations \$5 500	100% of ES1 students met or exceeded targets set in L3. In Year in excess of 85% of students reached set targets in Reading and Comprehension but fell short in Writing. In Year 2 results fell below expected targets in all areas and this will be addressed in future plans through ongoing professional learning on consistent teacher judgement.

Next Steps

The next step is to use this data to drive Stage based discussions around effective classroom practice to ensure progress for all students. The newly formed Scope and Sequence (S&S) Committee will research documents from other

schools to be trialled in term 1 with regular reporting back on drafting school S&S for all areas of English and Mathematics. New staff will be trained in modified L3, FoR, TEN and / or TOWN once staffing is confirmed. Our next strategic plan includes the introduction of the Writing Initiative to address the concerns over our whole school writing results.

Strategic Direction 2

Participation – Students and staff are supported, engaged and participate fully in all learning opportunities.

Purpose

Purpose: To sustain a culture in which;

Students participate in learning that is goal oriented, relevant, differentiated, holistic and supported, leading to engaged and self-motivated learners.

Staff are part of a professional learning community which focuses on building capacity through professional learning, goal setting and maximising student outcomes.

Overall summary of progress

Profiles and plans for identified students were written, regularly reviewed, and modified to meet student learning goals. These plans were stored centrally and accessible to staff. Processes to track student learning support were embedded into school systems. Human resources were used strategically to effectively meet student learning needs. Programs were written and delivered using a 5 weekly SMART goal system, with regular reviews and modifications. These processes were also embedded into school systems. Professional learning was provided to staff on a range of topics to meet PDP goals and additional areas of need. Programs and practices designed to support student wellbeing were evaluated and modified in order to better meet student needs. Friendship Group, Outdoor Maintenance Group and library programs, in addition to the TOPS program, supported students in the playground. Mindfulness, Kidsmatter, Seasons for Growth and the Shine programs supported student wellbeing and social development. The processes and practices of the Learning Support Team continued to support individual, small group and whole school wellbeing. PBL was introduced and data used to inform the direction of PBL lessons. This data was reviewed regularly in order to ensure the focus and relevancy of the lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective Education Plans that are authentic, fluid, ongoing and regularly reviewed.	PBL training/planning \$11 000	All staff have Professional Development Plans which reflect the school's strategic directions and their own personal learning goals. Staff meet with supervisors to ensure progress is made towards achieving these goals.
Staff have Professional Learning Plans that reflect the school's strategic directions and their own personal learning goals.	Welfare/planning and review systems \$9 000	Education plans and profiles are written to support students with additional learning needs. These are based on a 5 weekly SMART goal process, with regular reviews and modifications to ensure their continued relevancy.
Reduction in student referrals for behaviour issues as recorded in SENTRAL (Baseline 2014)	SLSO support \$36 000	With the introduction of PBL in 2017, there has been an increase in recorded negative incidences on Sentral. This is due to the improvement in consistency of expectations of staff in recording all issues.

Next Steps

The process of student profiles and plans needs to be monitored and reviewed to ensure that the procedures remain embedded within school structures. Use of human resources needs to be reviewed regularly to ensure efficacy of support. Performance and Development plans should continue to reflect the school's strategic directions and personal learning goals. Regular discussions with supervisors need to take place in order to ensure progress is being made toward these goals and relevant support can be given. All staff (teaching and non teaching) should have PDPs. which are regularly reviewed.

Continued monitoring of student referral data needs to occur to determine if there has been a reduction in student

referrals. With the introduction of PBL in 2017, data collection has become more consistent, which may have had an effect on the results from 2016 to 2017.

Strategic Direction 3

Partnership– Students and staff develop strong connections within and beyond the school community.

Purpose

Purpose: To sustain a culture in which;

Students and staff work collaboratively with each other, families and the wider community to support and enhance participation and performance at school.

Students forge connections within their community which will support them in becoming active and informed citizens in the global world.

Overall summary of progress

Communication with the wider school community has increased significantly this year, with more parents and carers accessing both Facebook and Skoolbag apps. In addition, nearly all parents and carers receive the school newsletter electronically. Teachers are communicating regularly with parents using a 'postcard' proforma and some teachers have commenced using Class Dojo.

We have encouraged increased parental and community involvement in our school. We have involved the community in initiatives such as Volunteer Reading, the Bark Program, the Supporting Parents Network, Grandparents' Day, Book Week / Literacy Week celebrations, Tomaree's Totally Terrific Day, Science Fair and Blokes' BBQ. We have been delighted at the number of parents who have attended parent information evenings and student led conferences. Coordinated, planned events such as the Anzac service, MADD night, discos and the K–2 performance were other occasions where parents had opportunities to be involved in their children's education.

Tomaree launched Positive Behaviour for Learning (PBL) in 2017. A new reward system has been put in place, and 5 weekly reviews of data prioritise focus areas for lessons written by the PBL team. Sentral data shows that teachers are recording incidents with more consistency and detail. Staff and students are using consistent PBL language, and we are seeing improvements in the behaviours discussed in weekly lessons.

We had additional staff attend 'Connecting to Country' in 2017. The Write it Right program was established and ATSI students enjoyed the lessons immensely, having fun, learning about their culture and improving their writing skills. An Aboriginal Education team was established. This team organised the commencement of ATSI students on MGoals, developed an annual plan, provided TPL to staff (including topics such as Connecting to Country and Speaking in Colour), organised NAIDOC week activities, applied for grants, targeted additional support for ATSI students and strengthened relationships with Youyong AECG and Murrook Cultural Centre.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Parent / community participation in learning partnerships and decision making processes will show a growth of 50% as evidenced by increased number of parent helpers and involvement in parent workshops.(Baseline 2014)</p> <p>* A cohesive and productive staff, highly engaged students and supportive parents as evidenced by high level ratings in the TTFM survey.</p>	\$ 19 000	<p>In 2017 the school and community partnerships were promoted through staged and regular events. Parents, carers and the community were involved in Education Week activities, MADD Night, K–2 Performance Night, Student Led Conferences, Parent Forums, Blokes' BBQ, Principal's Afternoon Tea. The high levels of attendance and involvement demonstrate an increasing support for TPS.</p> <p>Across all eight Drivers of Student Learning in the Tell Them From Me survey, the school's mean score was on par with NSW DoE norms. Parental involvement was significantly higher, and inclusivity slightly higher. It demonstrated that staff value collaboration and discussion with their peers. The student survey indicated that students have positive relationships and demonstrate positive behaviour in school. A large percentage (88%) stated that they try hard to succeed in their learning. They found</p>

Progress towards achieving improvement measures

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Next Steps

Continue to increase genuine 2 way communication with parents and carers, particularly using Class Dojo. Continue to increase opportunities for community participation in the school with new initiatives such as Port Stephens Woodworkers workshops, Mothers' Day breakfast, K-6 concert, helpers database etc. Ensure all ATSI students are using MGoals and monitor these effectively. Strengthen relationships with AECG and Murrook. Survey parents on effective communication methods and homework. Investigate ways of increasing parental completion of Tell Them From Me survey. Have staff present items at P & C meetings. Provide genuine opportunities for aspiring leaders to strengthen their leadership skills and experience, while developing a mentoring system to support them in achieving their goals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 23 593	<p>MGoals have been used to develop and track the personalised learning for Aboriginal students. MGoals also provides feedback to parents/carers regarding individual child progress. The goals/plans are collaboratively developed with the class teacher, Learning Support Team, students and parents/carers.</p> <p>Learning Support and SLSO staff are used to assist students to achieve their learning goals/targets.</p> <p>Two teachers experienced the Connecting to Country professional learning. The program informs participants about local Aboriginal culture, heritage, people and their aspirations.</p> <p>An Aboriginal cultural program, "Write it Right" was delivered with the assistance of Aboriginal Elders, the Murrook Cultural Centre and the local Youyoong AECG.</p> <p>ATSI students continued to have the opportunity to be engaged in the "Write it Right" program, designed to improve literacy outcomes, specifically writing.</p> <p>Whole school involvement in a Cultural Day enabled all students to further develop their cultural understanding and awareness during NAIDOC Week.</p> <p>A Numeracy Initiative at the end of 2017 enable ATSI students to work on specific areas of need within Numeracy, ensuring their progress along the Numeracy Continuum.</p>
English language proficiency	\$3 082	<p>Support for EAL/D students provided to ensure access to the curriculum. Teachers were able to collaboratively plan, assess and review student learning needs and provide explicit programs that were delivered with SLSO support in the classroom.</p>
Low level adjustment for disability	\$147 850	<p>All students who required learning adjustments were reviewed by the Learning Support Team and supported through SLSO support.</p> <p>Teachers were able to prepare and support Out Of Home Care students through organised meetings with carers and relevant organisations to ensure IEPs and PLPs were completed. Review meetings for students in MC classes were held regularly to ensure student needs were being met. IEP meetings for students with additional needs and Year 6 Review meetings were conducted to review learning need and plan for future learning.</p> <p>Students were reported with Nationally Consistent Collection of Data processes and supported by LST in school programs.</p>
Quality Teaching, Successful	Semester 1 allocation =	Quality Teaching Successful Student

Students (QTSS)	<p>0.319</p> <p>Semester 2 allocation = 0.638</p> <p>\$32 402</p>	<p>allocation in Semester 1 was 0.319. Assistant Principals and classroom teachers were provided with time to collaborate, observe and provide feedback, in order to improve teaching practice and student outcomes.</p> <p>In Semester 2 the allocation increased to 0.638. Four Lead Trainers concentrating on L3, FoR, TEN and TOWN were used to provide collaboration, observations and feedback on the key programs in Literacy and Numeracy to ensure consistency in teaching practice and assessment criteria.</p>
Socio-economic background	\$81 785	<p>Teachers were able to work collaboratively in organised Stage Planning Days in order to ensure Consistent Teacher Judgement (CTJ) when planning, assessing and reviewing student learning needs. This enabled the provision of differentiated and explicit programs for students.</p> <p>Improved data management and analysis has enabled staff to better track student achievement and needs, allowing for more targeted teaching, higher quality lessons and Inquiry Based Learning (IBL).</p> <p>Provision of equipment and software for students, as well as ongoing professional learning for teachers has assisted with student engagement, collaboration and new learning opportunities.</p> <p>Staff professional learning was a continued focus. Professional learning was conducted to meet both school and individual learning needs of staff, leading to improved collegial discussion and work practices, staff confidence and capacity.</p>
Support for beginning teachers	\$10 134	<p>Current funds for Beginning Teacher support are being held awaiting the teacher's return in 2018. These funds will be used to support the Professional Development Plan of this teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	241	210	194	183
Girls	224	205	205	176

School enrolment has decreased this year as non-local enrolments could not be accepted. There remains a moderate level of transient enrolments in the school due to the mobility rates within the Defence force. Projections for student enrolment in 2018 are expected to remain at the same level as 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	95.1	96.4	95.7
1	96.1	91.5	96	95.3
2	95.5	92.9	93.2	94.1
3	96.4	94.1	93	93.5
4	95	94.3	92.5	93.7
5	93.1	92.5	93.8	92.5
6	94.7	93	92.1	93.4
All Years	95.1	93.3	93.6	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is carefully monitored throughout the year as per Department of Education guidelines and Policy. The school works closely with the Home School Liaison Officer (HSLO) in identifying and assisting students and families with attendance concerns. Staff have professional learning throughout the year on the Enrolment Policy, and teachers identify

student with attendance issues with Stage Supervisors and the Learning Support Team, of which the principal is a member.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	13.76
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.02
Other Positions	0

*Full Time Equivalent

At Tomaree Public School in 2017, there are no staff members who identify as Aboriginal or Torres Strait Islander descent, however, the school has a close relationship with the Youyoong Aboriginal Educational Consultative Group (AECG) and with the Murrook Cultural Centre, part of the Aboriginal Lands Council.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

By the end of 2017, there were 5 staff members who were Proficient, nil Highly Accomplished and nil Lead. The remainder of the cohort were pre 2004 staff members. Total school expenditure on Teacher Professional Learning was \$25000

Professional Learning has included, but was not limited to Connecting to Country, ongoing professional learning in Literacy focusing on L3 and FoR, the introduction of TEN and TOWN to ensure consistency in Numeracy, The Art of Leadership, Positive Behaviour for Learning (PBL), Primary Executive Conference, Accidental Counsellor, Critical and Creative Thinking – Minds Wide Open, Soccer Coaching, Growth Coaching, Refugee Workshop, Language Processing Disorders and K–6 Technology curriculum, as well as LMBR training.

Staff Development Days included the delivery of TEN and TOWN, anaphylaxis and CPR training, KidsMatter module 4, Assessment Package – ensuring consistency, PBL and the Improving Numeracy Initiative.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	389,242
Global funds	145,717
Tied funds	199,222
School & community sources	56,502
Interest	2,699
Trust receipts	12,412
Canteen	0
Total Receipts	416,551
Payments	
Teaching & learning	
Key Learning Areas	9,162
Excursions	11,859
Extracurricular dissections	35,334
Library	4,000
Training & Development	1,290
Tied Funds Payments	136,245
Short Term Relief	50,320
Administration & Office	26,957
Canteen Payments	0
Utilities	14,602
Maintenance	20,014
Trust Payments	84,349
Capital Programs	0
Total Payments	394,133
Balance carried forward	411,660

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	881,000
Appropriation	768,087
Sale of Goods and Services	3,487
Grants and Contributions	107,958
Gain and Loss	0
Other Revenue	0
Investment Income	1,467
Expenses	-547,160
Recurrent Expenses	-547,160
Employee Related	-352,210
Operating Expenses	-194,950
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	333,840
Balance Carried Forward	333,840

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A grant and other funds were held by the school for the P&C and withdrawn by AMU when a tender was awarded for the construction of a new playground for the MC classes (now identified as Area D).

Funds carried over cover staffing costs through the summer holidays, as well as savings to replace equipment such as technology, photocopiers, the upgrading of electricity, as well as money for air conditioning. Money has also been put aside to start the purchase of furniture for flexible learning spaces, as well as office upgrades.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,260,641
Base Per Capita	63,606
Base Location	4,302
Other Base	2,192,733
Equity Total	256,310
Equity Aboriginal	23,593
Equity Socio economic	81,785
Equity Language	3,082
Equity Disability	147,850
Targeted Total	654,391
Other Total	135,704
Grand Total	3,307,046

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

There were a limited number of Aboriginal students in Year 3 and 5 and the data to report on the Premier's Priorities in Aboriginal Education is not able to be published.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about various aspects of the school and its operations. At Tomaree Public School various methods are used to collect information including: Tell Them From Me surveys, FaceBook comments and data capture, Web site hits, email, paper surveys, P&C Meetings school events and activities. The following key results have been identified:

Students identified that the opportunity for extra curricula activities have increased. They also identified their sense of belonging, positive relationships, the value placed on learning outcomes, positive behaviour, effective learning and relevance have all increased. Students also identified that bullying has decreased. As identified in previous years, homework attitudes remain low and the participation in sporting activities has decreased over the past 3 years.

Teachers identified that technology use has increased, parental involvement has continued to rise and the opportunity to receive and provide quality feedback has improved. The Tell Them From Me Survey also highlighted the fact that two thirds of the staff have been at Tomaree Public School for 5 years or less, indicating the dynamic changing culture as a number of staff gain full time employment or transition from the work force as they reach retirement age.

Parents/Carers indicated that the level of support and information for parents had increased. They also indicated that the school supported learning and inclusivity (above NSW DoE) and that the school supported positive behaviour and the safety of students (well above State DoE). There was a downward trend regarding the support from home and assistance with homework from parents. Parents acknowledged that email, informal meetings, newsletters and reports were all worthwhile mediums but did not see value in the School Website.

Policy requirements

Aboriginal education

Tomaree Public School is committed to improving educational outcomes for our Aboriginal students. Students, teachers and LST work collaboratively with parents to develop and implement Personal Learning Plans (PLPs) which are then recorded on the MGoals platform for our Aboriginal students. Each student is supported to identify 3 goals, which are reviewed every term.

The school is always represented at the local AECG meetings. The group advocates respect, cultural affirmation and the pursuit of equity for Aboriginal people and aims to strengthen educational networks between school and the local community.

Our ATSI students continue to engage in a literacy

program; 'Write it Right' to improve literacy outcomes, specifically concentrating on writing. Whole school involvement in a Cultural Day enabled all students to further their understanding of Aboriginal culture.

A Numeracy Initiative was undertaken at the end of 2017, to assist students who were behind in aspects of number. This initiative was highly successful in both engaging students and improving learning outcomes, as recorded on PLAN.

Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. HSIE (History and Geography) units play an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.