

Tahmoor Public School Annual Report



2017



3148

Introduction

The Annual Report for 2017 is provided to the community of Tahmoor 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.

David Schofield

Principal

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Message from the Principal

Tahmoor Public School continues to provide quality learning opportunities for all students within a positive, safe and supportive learning environment. Our staff and community have a clear sense of purpose and work towards promoting:

- Quality Teaching with a focus on using cutting edge technology in each of our classrooms;
- Open communication where parents are actively involved in our school and kept informed of and involved with programs, activities and opportunities for their children;
- Comprehensive teaching and learning programs that are inclusive in nature and provide opportunities for students to realise their full potential in an array of areas. The continual growth of our School Band is an example of providing opportunity to students who have a love of music.
- Academic excellence across each of our key learning areas.
- The school provides many programs which support children's learning and the needs of the child remains our central focus in all decision making undertaken by our school.

2017 has reflected outstanding Literacy and Numeracy results where our students have demonstrated excellent rates of growth. Our school in 2017 incorporated Early Action for Success and this has led to significant progress being attained by our K – 2 students. The implementation of L3 across K–2, Focus on Reading across 3–6 and the TEN and TOWN programs have been catalysts for growth. These programs plus the upskilling of staff through targeted professional learning have generated a change of teaching pedagogy and personal philosophy. This in turn has translated into quality teaching and learning across each of our classrooms.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr David Schofield

Principal

School background

School vision statement

We serve the wider Tahmoor community by providing quality teaching and learning opportunities that have significance to all learners.

To help our students become critical and creative learners of the 21st Century.

By doing this, we help our students achieve their full academic, social and emotional potential by becoming lifelong learners and active citizens.

We will drive our school's economic model through equitable and needs based purchases and allocation of physical and human resources.

School context

Tahmoor Public school has an enrolment of 402 students, including 11% Aboriginal students. Tahmoor Public School was established in 1917 and is situated on the southern end of a growing semi-rural town. The school has an enthusiastic staff who are committed to quality teaching and learning. The school has a strong focus on Literacy, Numeracy and embedding technology into classroom practice. Tahmoor Public School has been implementing the Language, Learning and Literacy (L3) program and TEN (Targeting Early Numeracy) across all K – 2 classes. TOWN (Taking Off With Numeracy) and FoR (Focus on Reading) strategies are being implemented across all 3 – 6 classes.

The embedding of STEM across the school K – 6 has transformed our students into engaged, enquiring learners. Literacy, Technology and Numeracy skills are integrated into Science lessons ensuring quality teaching practices are always in full evidence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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** all teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.

The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Expectations of behaviour are co developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

The school identifies growth targets for individual students, using internal progress and achievement data.

The school uses internal as well as external assessments (such as NAPLAN) to assess student progress and achievement against syllabus outcomes.

In the **domain of Teaching** Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to

help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

In the **domain of Leading** parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Technology is effectively used to enhance learning and service delivery.

Use of school facilities by the local community delivers benefits to students.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

The leadership team analyses responses to school community satisfaction measures.

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:

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

Strategic Direction 1

Creating a Dynamic High Performing School

Purpose

To provide all students with equitable access to quality teaching and learning programs across all key learning areas.

Overall summary of progress

In 2017 Strategic Direction 1 has continued to successfully implement collaborative sharing sessions to promote student engagement. Tahmoor Innovative Engagement(TIE) project was implemented to enhance student engagement. The TIE project included the use of technology and innovative pedagogy to increase student engagement with the content being studied. The project focused upon five areas Flipped Learning, Science Technology Engineering Art Mathematics (STEAM),Genius Hour and Self Organised Learning Environment (SOLE) This has resulted in engaging educational programs were designed and implemented based upon sound educational research. Students reported that they enjoyed the sessions and that they found them interesting and fun. As a result, we have provided staff with strategic and targeted professional development to support student learning and engagement.

The CAT process was further consolidated this year through the implementation of the TIE project. The TIE project further promoted the celebration of success of our students and teachers. Staff are comfortable to share with others the activities which they have completed and the success which their students have experienced as a result. Through sharing teaching and learning programs in a collaborative and supportive manner innovative programs targeted to increase student engagement with the curriculum have further developed. We collaboratively designed high quality teaching and learning programs incorporating innovative pedagogies across all K – 6 classes. We had a strong focus on student engagement, which saw 100% of teachers implementing a selected pedagogy to engage their students in the content being studied. The TIE project was underpinned by current research, which teachers used to guide their professional learning and reflect upon when designing and implementing programs for their students.

The Strategic Direction team has provided targeted professional development sessions for all staff within the area of student engagement. This has resulted in significant improvements related to engaging students in the content which is being studied. 100% of staff participated in researching, designing/implementing innovative programs and professional evaluation through reflection sessions. This has created professional discussion and a shared understanding related to methods of increasing student engagement.

We have implemented the Aboriginal numeracy competition. The competition was provided for Aboriginal students from Tahmoor Public School and other schools within our local area. The competition day was supported by staff from Tahmoor Public School in partnership with the local Aboriginal community. 100% of participating students stated that they enjoyed participating within the day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students working at or above school benchmarks.	L3 Trainer BNL Training Instructional Leader	Five weekly school based assessment data was collected and used to drive targets for all students in the school. The school introduced data days each term and used this to ensure target students were identified and plans created to ensure correct intervention was implemented.
Positive increases in school NAPLAN trend data in English and Mathematics.	Additional LaST support	We achieved positive trend data in 50% of NAPLAN areas
55% of students achieving a greater than or equal to state mean for Reading expected growth(NAPLAN)	Additional LaST support	36.7% of students achieve greater than or equal to expected growth
55% of students achieving a greater than or equal to state mean for Numeracy expected	BNL Project leaders training	33.3% of students achieve greater than or equal to expected growth

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth(NAPLAN)		33.3% of students achieve greater than or equal to expected growth
100% of teachers engaging in CAT	Instructional Leader	All teachers participated in the CAT project. The sessions included analysis of current educational research and set tasks for implementation into all classrooms. Evaluation of the project revealed that 100% of staff felt they had learnt something valuable to implement in their classroom and had improved their professional knowledge and understandings.
100% of staff demonstrating career growth, mapped against Australian Teaching Standards, PDPs and aitsl surveys.	Executive Staff Instructional Leader Mentor Program	100% teachers used the AITSL standards to map and link their PDP goals. Teachers regularly reflected and mapped evidence to help make ongoing progress on their goals.

Next Steps

- Early Action for Success (EaFS) initiative involving the appointment of two instructional leaders 1x K–2 and 1x 3–6
- Commitment to ongoing professional learning for all staff in L3, TEN, TOWN, BNL and FOR
- Introduction of a maker space
- Teachers continuing to plan literacy and numeracy sessions in short cycles
- Using QTSS funds to support all leaders to mentor, guide and lead quality literacy and numeracy programs
- Engagement and professional learning in 2018 Progressions and PLAN2



Strategic Direction 2

Developing an Engaging and Supportive School Culture

Purpose

To maximise student opportunities for rewarding and productive futures through high levels of engagement encompassing all areas of school life.

Overall summary of progress

Strategic Direction 2 successfully achieved its intended outcomes for 2017. The team successfully implemented events involving the whole school and the community. The majority of students involved in the 'Positive Behaviour for Learning Launch' and 'Light Up Tahmoor' were actively engaged in and thoroughly enjoyed these amazing events. Outstanding achievements were celebrated during our Celebration of Achievement Assemblies where high achieving students were acknowledged for their achievement ongoing citizenship, leadership roles and dedication to all areas of learning.

Student centred programs supporting high levels of engagement were implemented to support student welfare and curriculum outcomes. Positive Behaviour for Learning was officially launched and ongoing data collection informed the targeted social learning across the whole school. School parliament passed bills that enhanced the smooth running of the school. The Bounce Back Resilience program was modified, organised and implemented across all stages. Positive feedback demonstrated a high level of enjoyment of the program and themed to continue it next year. Targeted ATSI programs displayed an improvement in student learning outcomes and stage based Science programs demonstrated student enthusiasm for learning and enhanced outcomes across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving higher levels of positive award system.	PBL team All staff	This year we continued to implement programs to support a positive and engaging school culture. The programs included: School Parliament, Bounce Back, Targeted ATSI programs, STEM club and engaging Science units. Stage 2 and 3 students enjoyed camps. All programs were successful and will continue next year. We had an increase of students achieving higher levels on our positive reward system.
Positive feedback through parent, student and staff forums/surveys.	PBL team	Parents who were involved with programs were surveyed and all were satisfied with the programs and activities. Data collected revealed the community were satisfied with school programs.
94%of students above state attendance average.	PBL team Attendance co-ordinator	We have increased our engagement activities for all students K-6. Regular HSLO meetings ensure student attendance data is monitored.
Net Promoter Score Survey	PBL team	See latter section titled Parent/caregiver, student, teacher satisfaction

Next Steps

Future directions for 2018 involve the continuation of the programs mentioned above. Some adjustments to the programs will involve:

- Continued monitoring of the movement of resources during the Bounce Back program.
- Further implementation of the PBL program at the classroom level.
- Refinement of the electoral process for student leadership roles within the school.



Strategic Direction 3

Building Sustainable Community Partnerships

Purpose

To foster partnerships between students, parents, families and the community which are inclusive and provide for rich learning, personal development and citizenship opportunities.

Overall summary of progress

The Strategic Direction 3 team has achieved the majority of the intended outcomes for 2017. We have successfully sustained a collaborative transition to school program which was initiated last year. The school implemented The Tahmoor Tots program which is a school readiness program that is offered to children aged 4–5 years in our local community. A qualified Early Interventionist Teacher delivered an explicit program designed to teach children the skills and strategies that will assist them to make the very best start to school. We increased attendance and involvement in this program to three classes this year. As a result, we have sustained our Kindergarten numbers for 2018 and enhanced the skills of children starting next year.

The Centenary of Tahmoor Public School was celebrated this year and this event was organised and held following successful collaboration with the local community, including school staff interviewing a number of former students, creating displays of school photographs taken throughout the years, and establishing a heritage classroom in collaboration with the Oaks Heritage Centre. The Centenary celebration attracted over 1000 visitors to the school, including over 50 former pre–1950 students and 5 former school principals. Students performed a variety of dance renditions to the community. Social media platforms were employed by the school to advertise and capture the event and the school community expressed positive reviews and experiences through them.

The school implemented Tahmoor Public School Facebook page which allows the school community to access information on happenings in the school, observe photographs celebrating student achievement in academic and sporting endeavours, and provide the school with valuable feedback on an accessible platform. This has led to an enhanced level of community engagement with the school and a greater capacity of the school to respond timely to community enquiries.

We have implemented a range of Aboriginal Education programs throughout 2017. We have successfully implemented a PLP for every Aboriginal student in the school. Culture class engaged Aboriginal students on a weekly basis and also had regular community involvement. Additionally, our students attended Numeracy and Literacy excursions as part of the school's Culture Class program. In conjunction with Picton HS a restoration project on the school Bush Tucker garden was successfully completed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Net Promoter score survey	Principal	We conducted a whole school survey to gather information in relation to school satisfaction. We received outstanding affirmation with over 90% of our parents indicating high levels of satisfaction. Comments also reflected an appreciation of the variety and quality of the extracurricular activities provided by the school.
Increased representation of families regularly participating in P & C meetings.	Principal	The number of parents participating in P & C activities has varied in numbers. However, there has been overall increase of the number of parent helpers involved in P & C coordinated functions.
Increased number of community members in community projects..	Executive	We have been very fortunate to be able to liaise with a number of local community groups including the Community Pantry, Lions Club and local businesses. They significantly helped with our Aboriginal garden, MC Sensory Garden and our school centenary.

Next Steps

Future Directions for 2018 involve the continuation of the programs mentioned above with an emphasis on the continued increase of parent and community participation within the school. Increased parent participation in school planning processes including our school plan, milestone evaluations and general school governance.

Tahmoor Tots and preschool transition programs will continue and grow as our school builds and delivers greater links with our community preschools. STEM will again be available to establish greater links for our preschool students to acquire early Science skills, particularly in the area of Inquiry Learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$49,152	<p>All students have a Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PDPs.</p> <p>The continuation of our Culture Class has seen a growing number of students and community members become involved. Key projects included the design, development and culture excursion to local gardens; weekly cultural experiences and the introduction of the drumbeat program.</p> <p>The Aboriginal Numeracy Competition was extended to more local schools this year and Tahmoor was the hosting and organising school again in 2017.</p>
Low level adjustment for disability	• \$212,037	<p>This year we continued the implementation of programs to support positive and engaging school culture. The programs included: Peer Support, Play Pals, Bounce Back and an alternate play setting. The school Learning and Support Team facilitated the delivery of targeted classroom interventions for students illiteracy and numeracy. All programs were successful and will be continued next year.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	183	197	204	212
Girls	175	175	176	187

Enrolments continued to reflect a high level of mobility with numbers increasing from 380 to 399 students. This is due to increased housing developments within the Tahmoor area and also a recognition of the outstanding teaching and learning programs occurring at our school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	94.9	93.6	94
1	94.7	93.5	93.7	92.7
2	94.2	92.8	93.3	93.9
3	94.8	93.9	93.1	93
4	91.9	94.2	90.4	91.5
5	93.5	92.9	93.7	91.5
6	92.4	92.7	89.6	93.3
All Years	93.8	93.5	92.4	92.8
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

classroom teachers to be across their attendance. Attendance issues are followed-up in close liaison with the Home School Liaison Officer with intervention and support from the Police Youth Liaison Officer if required.

Management of non-attendance

Regular attendance of students at school is a high priority. A number of initiatives are implemented to promote regular attendance at school. These include:

- Professional Learning for staff to ensure they have the technology skills to fully utilise EBS4 to monitor and track student attendance;
- Contacting parents by telephone or letter highlighting attendance as an issue of concern;
- The operation of breakfast club to encourage students to attend school by offering a nutritional start to the day.
- Providing a stimulating and safe learning environment that encourages students to attend school regularly.

Class sizes

Class	Total
KG	18
KB	19
KT	19
1_2N	24
1B	22
1/2D	24
2L	24
3A	29
3M	28
4B	28
4/5W	29
5_6O	28
5_6A	30
5/6G	29
5_6R	29

Management of non-attendance

Student Attendance Profile

Student attendance is a strong focus at Tahmoor Public-school. Student attendance is carefully monitored using EBS4. In 2017, the school has been working a clear monitoring system for executive and

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.34
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.99
Other Positions	0

*Full Time Equivalent

Aboriginal composition of our school's workforce – We currently employ two part time staff who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Early careers teachers are supported and mentored in their growth and development. Teachers have a mentor and a designated supervisor, who inducts them to our school and guides them with their accreditation.

An Early Career Teachers program was implemented in 2017 to support their development. The program involved early career teachers meeting with executive staff and undertaking professional learning modules as part of the induction process. To further support early career teachers educational research was studied and discussed to assist with their professional development. The Early Career Teacher program facilitated time for

teachers to observe other early career and mentor teachers within the classroom. Lessons were demonstrated observed and discussed in relation to the Australian Teaching Standards.

As part of the Early Career teacher program accreditation support is provided. This involves lesson observations, teacher evidence collation and a detailed report written by the teacher's supervisor. The Australian Teaching standards are utilised to ascertain and demonstrate early career teacher development and attainment of the Proficient accreditation level. In 2017 there are currently six early career teachers who are being supported as they undertake the accreditation process at the proficient level.

Comprehensive training and development was conducted by all staff at Tahmoor Public School in 2017. 100% of staff in K–2 participated in L3 and TEN training. 100% of 3–6 staff continued their Focus on Reading training. 100% of Stage 2 staff participated in Writing in the Middle Years / Getting it Write training. 100% of staff participating in the CAT project (Collaborating at Tahmoor) – which focussed on a high quality Numeracy session, authentic assessment and feedback.

All training at Tahmoor Public School is highly supported by current research and a focus on 21st Century pedagogy.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	331,554
Revenue	4,095,207
Appropriation	3,958,856
Sale of Goods and Services	2,388
Grants and Contributions	131,509
Gain and Loss	0
Other Revenue	0
Investment Income	2,454
Expenses	-4,023,018
Recurrent Expenses	-4,023,018
Employee Related	-3,621,430
Operating Expenses	-401,588
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,189
Balance Carried Forward	403,743

This summary financial information covers funds for operating costs from 1st December 2016 – 31st December 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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	2,530,187
Base Per Capita	60,834
Base Location	3,307
Other Base	2,466,046
Equity Total	601,260
Equity Aboriginal	53,159
Equity Socio economic	280,820
Equity Language	20,517
Equity Disability	246,765
Targeted Total	565,098
Other Total	178,191
Grand Total	3,874,737

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

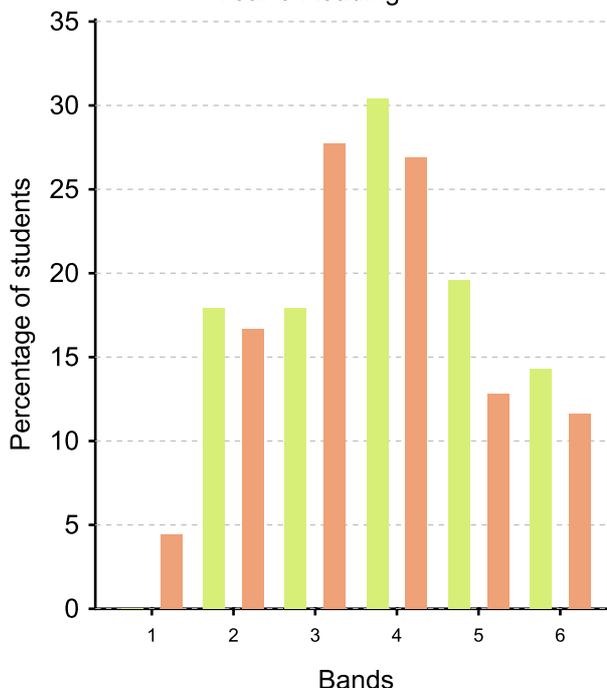
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 we have 82% of students working beyond the National minimum standard in reading and 91% in writing. Our Year 3 trend data indicates continued growth in our students writing abilities.

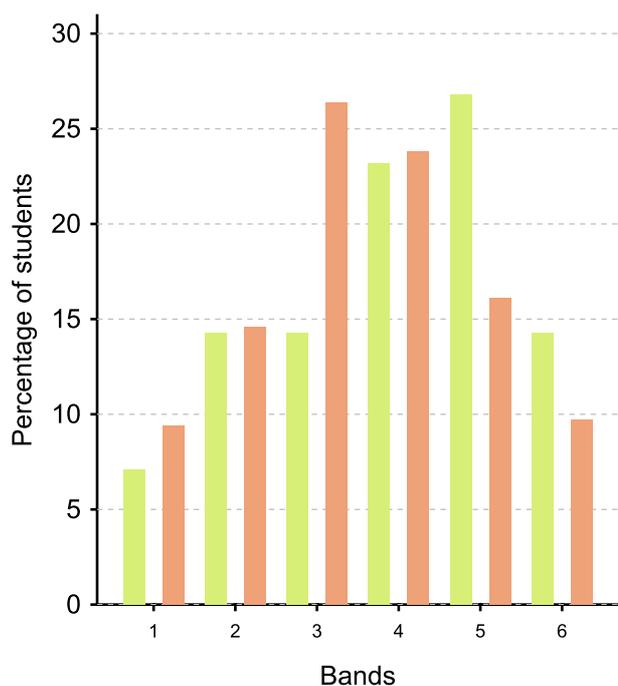
In Year 5 we have 59% of students working beyond the National minimum standard in reading and 78% in writing.

45% of our Year 5 students had greater than or equal to expected growth in spelling.

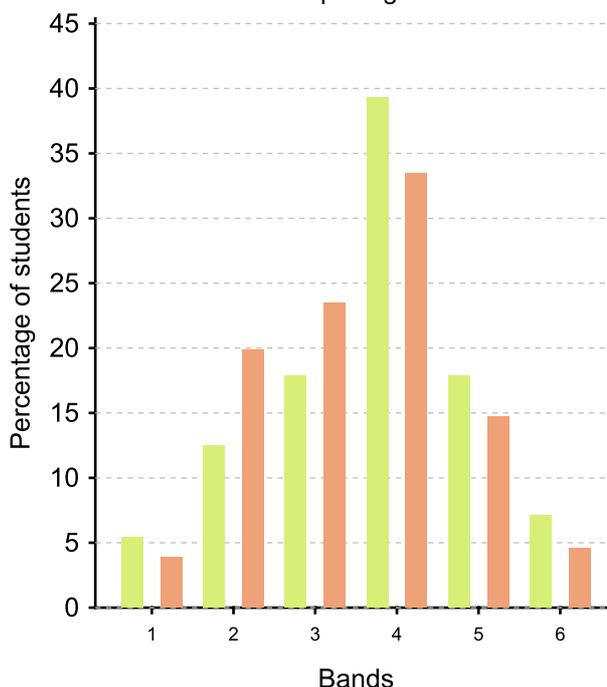
Percentage in bands:
Year 3 Reading



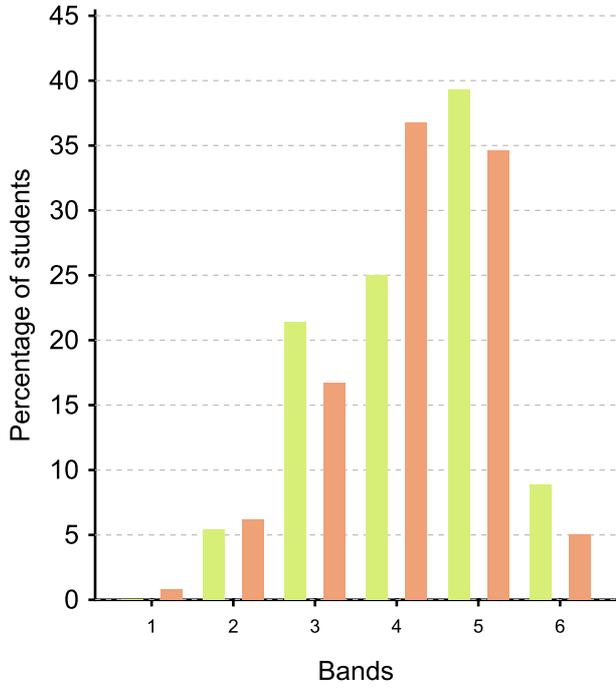
Percentage in bands:
Year 3 Grammar & Punctuation



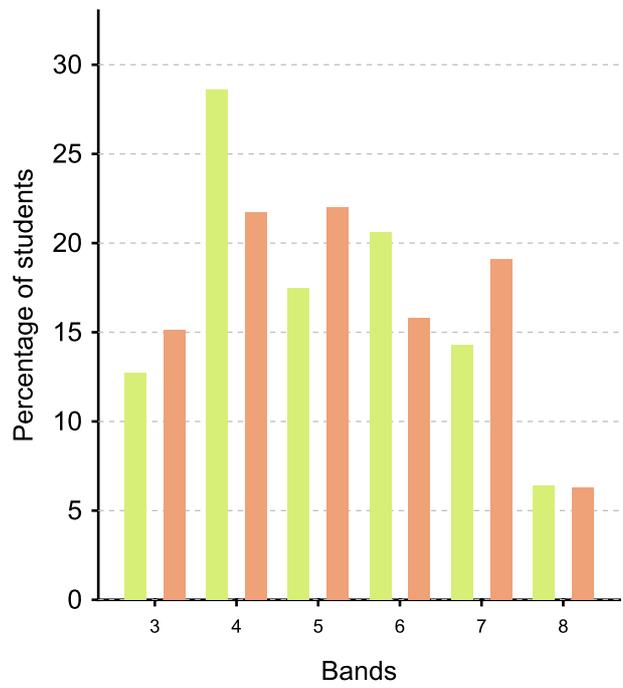
Percentage in bands:
Year 3 Spelling



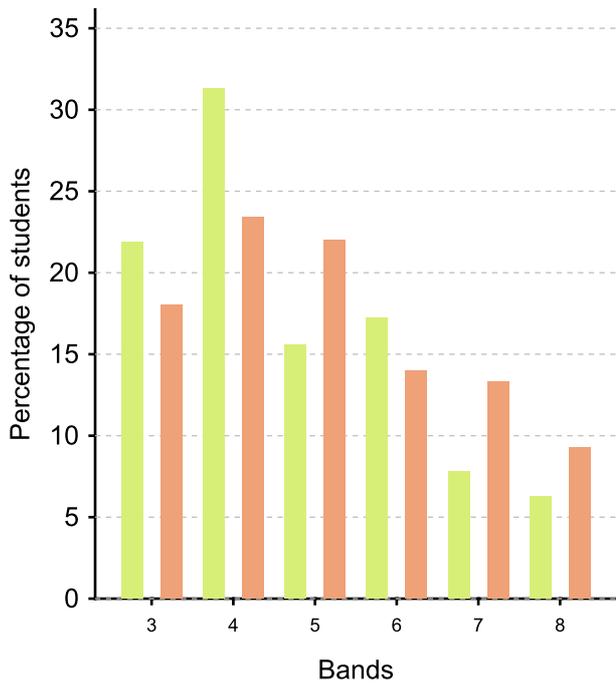
Percentage in bands:
Year 3 Writing



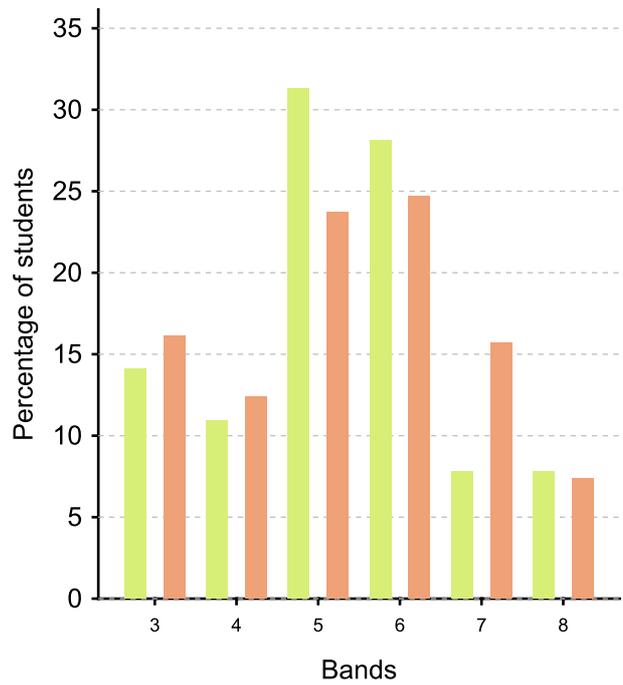
Percentage in bands:
Year 5 Reading



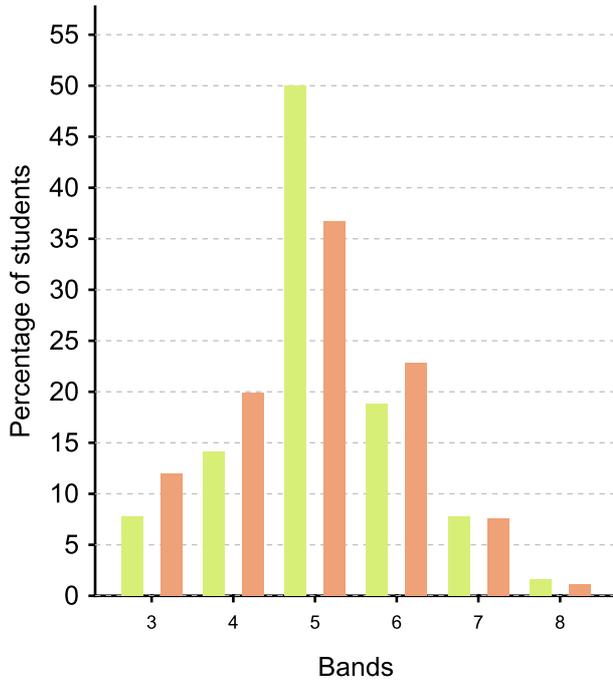
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



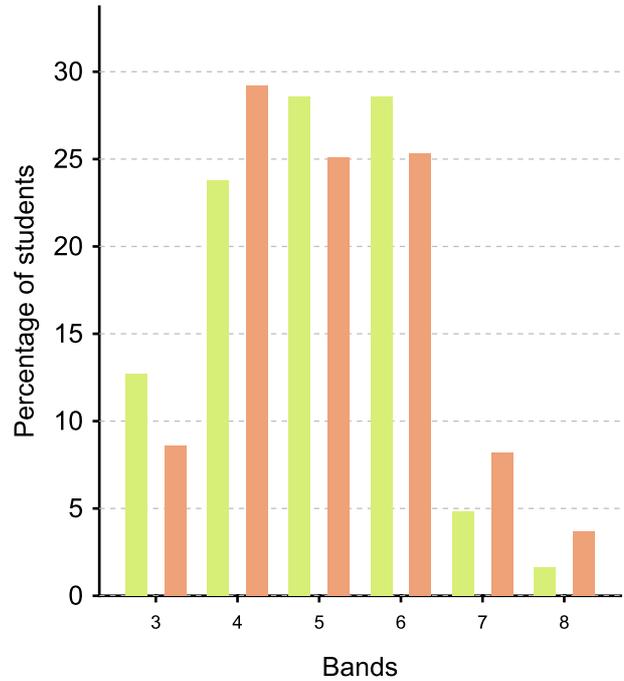
Percentage in bands:
Year 5 Writing



In Year 3 we have 85% of students working beyond the National minimum standard in Numeracy. Our Year 3 trend data indicates continued growth in our students Numeracy abilities.

In Year 5 we have 63% of students working beyond the National minimum standards in Numeracy.

Percentage in bands:
Year 5 Numeracy



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. We are continuing to achieve this goal in various aspects of the NAPLAN assessment – In Year 3 Grammar and Punctuation we have increased the percentage of Aboriginal students in the top two bands, with 25% of students now in Band 6. In Year 5 Reading we have maintained a 17% increase in Aboriginal students in the top two bands.

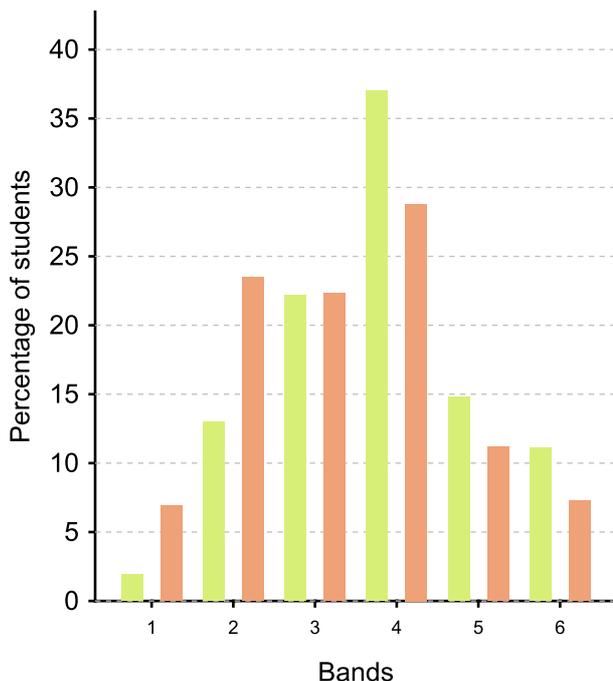
Premier's Priorities: Improving education results and State Priorities: Increasing the proportion of students in the top two bands by 8%. We are striving to achieve this goal and have been successful in Year 3 reading – an increase of 13% of students achieving in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. We have implemented the Net Promoter Score as a measurement tool. This tool subtracts the percentage of detractors from the percentage of promoters to provide a satisfaction rating.

The scores from parents, students and staff indicate positive levels of satisfaction. Using the net promoter

Percentage in bands:
Year 3 Numeracy



scores we will be able to track parent/caregiver, student and teacher satisfaction over a period of time. The information collected will be used to make informed decisions regarding future directions for our school. The vast majority of comments accompanying the scores were positive. Staff members are happy in this school and enjoy working with the community. They enjoyed working with well behaved students in a well-equipped school. Whilst there was not a huge response to the survey from parents the vast majority were happy with our school. The school was seen as a friendly environment for the children and we received positive comments about teaching standards.

Students indicated that they were generally happy and enjoyed coming to school and the range of activities which we offer. Most students found their classrooms a fun and engaging learning environment. The students also stated that they enjoyed participating in extra – curricular activities.

Policy requirements

Aboriginal education

Aboriginal Education

Aboriginal perspectives are highly valued and implemented across all key learning areas to increase the knowledge, respect and understanding of Aboriginal and Torres Strait Islander culture. To improve educational outcomes and cultural understandings with our Aboriginal students, our school continues to use Personalised Learning Plans (PLPs) in conjunction with the student, parent/carer and classroom teacher. Our PLPs are revisited every term to monitor the learning and welfare needs of all Aboriginal students. Culture Class continues every Tuesday in our scripture time catering for our Aboriginal K–6 and MC students. During Culture Class, students learn the histories, culture and experiences of Aboriginal and Torres Strait Islander as the First Peoples of Australia. The students engage in a wide variety of experiences that encompasses the several different aspects of their heritage. We have had guest Elders and families come into our culture class program to guide our Aboriginal students in hands on activities with discussion and dialect being introduced of the Dharawal nation. Our centenary celebrations this year saw some of our Aboriginal girls participate in an Aboriginal dance routine as well as a deeply moving acknowledgment to country speech by our school Elder, Aunty Karen Adams. Aboriginal students from Picton High School visited our school on a number of occasions to help the restoration of our Bush Tucker garden.

Our Stage 3 Assistant Principal implemented an Aboriginal language program, which focussed on our K–2 Aboriginal students.

Our highly successful Aboriginal Numeracy Competition continued this year in Term 4, where a number of local schools were invited and participated in the event. Each school team engaged in a number of mathematical

tasks involving problem solving and design and make. Students had to use Aboriginal concepts on the day and work alongside other participating schools.

This year, students were involved in an Aboriginal mural project where they selected a DEC inspired design. Some of our Aboriginal students along with a local spray painting artist painted it together.

Maths Cup

In September, 2017 Tahmoor Public School competed for the first time in the Maths Cup held at Amity College.

We selected nine Year 6 students to make three teams. Students competed in three rounds: MatRace – hands on problem solving tasks as a team. MatChoice – an independent paper of multiple choice questions. MatOperator – using 6 numbers and the 4 operations, teams worked to reach a given target number.

Scores were tallied and teams were ranked from 1st to 93rd. Only 12 teams went through to the semi-final round, and then 6 teams went on to compete in the finals.

While Tahmoor was unlucky to compete in these rounds we did exceptionally well.

Our boys team was ranked 50th. Our team of two boys and one girl was ranked 46th. And our girls team was ranked 41st.

Multicultural and anti-racism education

Multicultural and anti-racism education

Intercultural understanding is incorporated into the NSW syllabuses and, together with anti-racism and anti-prejudice education, is primarily taught as a component of class programs. The school's participation in Harmony Day activities in March supported these programs and provided opportunities for students to learn about cultural diversity.

During 2017, 12% (45 students) of our student population identified as having a language background other than English. 16 different language backgrounds were identified, including Arabic, Khmer, Tagalog, Italian and Thai. Our school's English as an Additional Language or Dialect (EAL/D) program targets students who require additional support in developing their English language proficiency, and includes students newly arrived to Australia, who are at a beginning or emerging phase. This year, the school received funding for a New Arrival Program for Terms 1, 2 and 3.

Other school programs

Technology

The standard of technology within our school has increased considerably over 2017. By the end of this

year, we have replaced all machines operating the Interactive Whiteboards in our classrooms to machines that are less than 3 years old. This provides devices that are able to be used effectively to ensure our teachers can embed technology within their daily teaching practices. We have undertaken a program to replace the Interactive Whiteboard technology operating within our classrooms. Currently seven new LCD Interactive Whiteboards have replaced existing older technology. This is to ensure that students have access to reliable and easy to view Interactive Whiteboard technology.

We have recently purchased two sets of mobile laptop stations. Each trolley has 10 laptops that will be used across the school by students to support the integration of technology across all Key Learning Areas. To support the implementation of this initiative the school has recently upgraded our wireless network capabilities with 100% coverage of all classroom and teaching spaces across the school. The school has purchased 12 wireless access points to connect devices to the network. This has enabled our students to safely access information online, to send emails, respond to blogs and they have been exposed to a wide range of digital texts. Students have been utilising technology to respond to and create various technological mediums to demonstrate their understanding of key concepts which they have covered which has resulted in increased student engagement. We are working towards improving the delivery of technology skills through the implementation of the Information and Communication Capability learning continuum K – 10 in conjunction with syllabus documentation. This will ensure that teaching and learning programs will incorporate the skills, knowledge and understanding required to support 21st Century learners.

Tahmoor Tots (School Readiness Program)

Tahmoor Tots is a school readiness program that is offered to children, aged 4–5 years in our local community. A qualified Early Interventionist Teacher delivers an explicit program designed to teach children the skills and strategies that will assist them to make the very best start to school. The program is effective in helping child care professionals and families to identify when individual children are ready for school and address any special needs before they even begin. The program also allows students to form positive relationships with each other and as a result builds their confidence when starting school.

Children involved in Tahmoor Tots will participate in a 1.5 hour session which includes fun and engaging lessons in literacy, numeracy, science, creative arts and technology. The program provides students with an individualised learning program to cater to their needs and develop their talents.

The school and families are extremely impressed with the outcomes and experiences that this exciting program is offering to our future students.

STEM Report

The school continued to build on its Science and

Technology curriculum this year with the introduction of STEM in classes, and STEM Clubs. This year the school was successful in procuring competitive grant funding for developing Digital Technologies. As part of the grant, a Futures Learning area is being developed. This multi-purpose space incorporates instrument and band teaching, plus a variety of digital learning technologies including a 3D printer, animation stations, robotics and coding kits, a video green screen, as well as design and engineering areas. Flexible learning spaces include adaptable furniture. In 2018, teachers will participate in workshops designed to help them teach Digital Technologies and Engineering more effectively.

Dr Noakes worked with Kindergarten classes to investigate Movement and Living Things. Students participated in a variety of experiments to show how 'pushes' and 'pulls' affect the movement of a range of objects. Students learned about the effect of shape and mass on movement down a ramp. This helped students to develop skills in questioning, predicting and testing. They also participated in an innovative unit to investigate living things by studying a range of 'real-life' dragons, dwarfs, fairies, and giants.

Students in Year 5 and Year 6 field-tested a new 'choose-your-own-adventure' unit, which incorporated 3D printing, technology design and coding. Using a Project-based approach to learning, students identified problems and posed questions that they pursued to learn about space exploration and marine archaeology. They learned to identify the difference between research questions and testable questions, and were provided with opportunities to direct their learning by choosing a scenario of interest, developing and researching questions, investigating by hands-on experimentation, designing and building robotic and mechanical models, and coding programs. As part of their learning, students created a design concept, then built a prototype and tested this under various conditions. This unit builds on an integrated approach to learning Science, Technology, Engineering and Mathematics that was initiated in Stage 3 last year. Next year we plan to incorporate Mathematics into Science and Technologies lessons.

This year students in the STEM club successfully competed in the Australian Crystal Competition. They learned about how crystals grow, and how crystals are classified according to shape and clarity. Students trialled different methods of growing crystals and used a digital microscope to select specimens for entry into the competition. Both the Junior STEM Club and the Senior STEM Club placed as finalists in this national competition. Student in 3/4B extended on this activity through a classroom investigation of minerals and crystals.

Tahmoor Public School continued to strengthen its STEM community outreach program this year, offering a successful Primary STEM Expo, Preschool STEM Immersion Program, and developing the Wollondilly Primary STEM Teacher Network. The 2017 Primary STEM Expo was held in June, with participation from 10 schools and more than 60 teachers and students from the local area. Students engaged in a variety of

activities including 3D printing, electronics, pneumatic robot arms, Ozobots, and Coding. Teachers were also able to participate in several workshops offered by partner organisations including Modern Teaching Aids, Me3D, Polygon Door, and Clever Patch. Planning has begun on the 2018 STEM Expo, with expressions of interest from more than 15 partner organisations, including the Australian Museum, Macarthur Astronomy Society, National Botanic Gardens, Makers Empire, Woolamai, Picton High School, University of Adelaide, Western Sydney University and Refraction Media. We are aiming to attract an audience of more than 200 at this National Science Week event.

Teacher professional development in STEM this year has focused on previewing the new Science and Technology syllabus that will be implemented in 2019, and will incorporate Digital Technologies outcomes that are aligned with the Australian Curriculum. We were fortunate to receive support from the University of Adelaide in the form of an introductory Digital Technologies workshop and the loan of 'Makey Makey' kits from the Computer Science Education Research centre. In addition, Dr Noakes has developed and delivered additional workshops in Digital Technologies throughout the year, and has continued to support the classroom implementation of coding, robotics and engineering through mentoring, instructional leadership and team teaching. The school plans to build on this next year, with further teacher professional learning in Digital Technologies, Futures Learning, Engineering and incorporating mathematics into Science and Technology lessons, thus ensuring that all teachers continue to receive training and support in Digital Technologies Education that will enable them to effectively deliver the new curriculum.

MC Playground Improvements

The Support Unit at Tahmoor Public School has implemented a number of improvements to its playground in order to support the sensory, gross motor and play skills of students enrolled in the three Multi-Categorical classes and promote play between mainstream and support students. These improvements include two projects supported by the Lions Club of Tahmoor which led to the creation of a sensory path and shade covered sand pit for students to enjoy. Additionally, the school purchased a spring freetrampoline to support students from the MC as part of their Occupational Therapy programs and for students from across the school to enjoy at break times.

The school will continue to improve the facilities of the play space in the MC throughout 2018 to enhance outcomes for the students enrolled within our three support classes and provide excellent play facilities for our new Kindergarten students.

SPORT 2017

Sport continues to be an area which is well supported and encouraged by our school. A wide range of opportunities are available to our students, both competitive and recreational. Fair play, teamwork and sportsmanship are principles we strongly encourage and promote.

Students in K-6 attended rugby league and AFL clinics run by the NRL and GWS Giants. Students in Years 3-6 are provided with opportunities to participate in Zone Gala Days in AFL, Soccer and Netball. Several teams were crowned premiers or runners up in their divisions. Our Senior Rugby League team competed in the State Knockout and our Senior and Junior Tiger Tag teams performed well in other competitions throughout the year. Our school participated in zone swimming, cross country and athletics carnivals. Several students represented Tahmoor in their respective Zone teams, with one student representing SSW at the State swimming carnival. Students were given opportunities to trial for various Razorback Zone teams. We had students selected in Razorback teams in girls basketball, girls and boys soccer, AFL and girls cricket. One student was selected in the SSW girls cricket team, water polo and orienteering team, showcasing their versatility. Another student also represented SSW in orienteering.