

# Tenambit Public School Annual Report



2017



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## Introduction

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

Mrs Donna Stackman

Principal

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## School background

### School vision statement

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

***Tenambit Public School will be widely known as a school learning community that is respectful and responsible, where everyone strives for excellence.***

### School context

Tenambit Public School is primary school to the east of Maitland. Enrolments in 2017 are 377 students with approximately an equal number of boys and girls. In addition, 15% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English.

At Tenambit Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Tenambit Public School is a proud member of Maitland Learning Community of partner schools comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2017 is 148, which recognises our community's low socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. We enjoy the support of a vibrant P&C and a School Council which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DoE initiative, Early Action for Success (2013–2016) and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Area Land Council. The school is also supported by business partnerships formed within the community.

# 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 school is growing in Learning Culture, Curriculum and Learning, Assessment and Reporting and Delivering in Student Performance Measures and Wellbeing. In the domain of Teaching our school is delivering in Effective Classroom Practice, Data Skills and Use and sustaining and growing in the areas of Collaborative Practice, Learning and Development and Professional Standards. In the domain of Leadership, our school is sustaining and growing in Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. This is reflective of ongoing professional learning philosophies and practices, and all staff striving to be on-going learners.

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

Every Student, Every Opportunity

### Purpose

To develop relevant, engaging and challenging student learning experiences that result in highly literate, numerate, creative and confident students that value learning to achieve educational and personal success.

### Overall summary of progress

Students have engaged in productive learning practices reflective of on-going meaningful feedback to improve learning engagement. This is reflected in value added results in all school assessments and is an ongoing process.

The Early Action for Success Program has enhanced identification of students "at risk" and differentiated learning tasks within the curriculum is ensuring success for most students.

Staff have engage the parent community to enable the support of students to ensure learning is nearing, at, or excelling potential.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 3 and Year 5 NAPLAN results will be at or above 'like school' groups in all testing areas and 80% of students will achieve expected growth in each testing area.  A decrease each term in the number of students identified as "at risk" through the Early Action for Success Program. (End of Year target is less than 20% at risk)  A decrease in the percentage of ATSI students below the ATSI mean in NAPLAN testing		

### Next Steps

All staff will continue to use authentic feedback to students, will continue to differentiate learning tasks to support learning, will continue to create rich learning experiences for all students.

All staff will continue to develop strong supportive relationships with family members to assist in supporting students.

All staff will continue to use collaborative planning, whole school directions in learning and focuses, and rich assessment and reporting practices to support the growth of student outcomes and engagement.

## Strategic Direction 2

### Nurturing and Innovative Staff

#### Purpose

To develop dynamic and highly skilled professional staff members, committed to personal and school wide excellence in teaching, who utilise reflective teaching practices and are an advocate for every student.

#### Overall summary of progress

Staff have undergone professional learning and development which is reflective of their own learning needs, the directions of the school and the needs of students. This is aligned to the development of the ethos of school excellence as educational facilitators, mindful of the practices needed to develop the whole child and their educational experiences.

Wellbeing has been a major focus of the school this year, both student and staff, with targeted programs, systems and practices embedded in school culture.

Staff at all learning stages of their career have been supported in their professional growth through specific school policies and programs, ensuring our students have strong, knowledgeable professionals leading classroom practice.

The School Leadership Team has developed systems designed for the teams they work with, to support learning of both staff and students, ensuring families are supported through open communication and skill sharing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in student 'positive sense of belonging' in Tell them from Me Survey  (2015 average is 79% compared to state 84%)  5% decrease in students who identify as victims of bullying in Tell them from me survey  (2015 average is 38% compared to state norm of 35%)  1.0 Increase staff confidence and satisfaction with Teacher professional learning with emphasis on Technology  (2014 Tell them from me teacher survey 6.2/10)		

#### Next Steps

School staff will continue to develop skills and competencies through the PDP process, identified professional learning and working collaboratively with each other and team supervisors. Staff at all stages of the career will continue their learning progression, utilising DoE resources such as AITSL, NESAs, and current reforms. The seamless integration of technology will be evident in teaching programs, classroom practices and extra curricula activities.

School staff will continue to develop authentic relationships with students and staff and collaborate in learning.

Staff and students will continue to build capacity in wellbeing, support for each other and community.

## Strategic Direction 3

A welcoming and inclusive school community

### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### Overall summary of progress

Our school has introduced many additional opportunities to engage families throughout the year. We have held such things as "Meet and Greet" afternoons for families to meet and chat with teachers in an informal, friendly setting, hosted special event days such as Mother's and Father's Day, Grandfriend's Day, Easter Parades, Book Week events and many others.. A revamp of the school's social media platforms to include Instagram and Twitter has complimented FaceBook, Skoolbag and the school's website. This has shown a growth in community engagement and involvement in school events. School Assemblies have also been restructured to be more engaging for families with students from all grade levels having the opportunity to run the assemblies, ensuring early leadership opportunities for students, Kinder to Year 6.

The Student Leadership Team has been given a strong, vocal voice in major school decisions, with the focus shifted to students enabling ownership and buyin. This has led to the restructure of the Student Leadership Team makeup for 2018 and beyond, with no gender bias. Students also had input into school policies and practices which impact on them such as our School's Wellbeing Procedures.

The school's CUBS (Coming Up to Big School) program, a very successful school readiness program, continues to be well attended, with the 2017 enrolment being the biggest for some time. This engagement with community is well supported, families able to work with the school to ensure students are well supported in their first year of school. This was evident in the strong attendance during the school's Kindergarten Expo, a dynamic and forward thinking approach to orientation into school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School will achieve high levels of student, parent and staff satisfaction on Tell them from me Survey results, commensurate or better than state norms  80% of student, parent and satisfaction rating will rate school satisfaction better than 8 out of 10  100% of all school planning is developed collaboratively and reviewed each term through milestones		

### Next Steps

The school will continue to develop new avenues for community and family engagement in an authentic manner. This will include continued events proven to be successful (evident through attendance and feedback) such as the Kinder Expo, Meet and Greet and Special School Event Days. New ideas will also be trialled such as Parent Interview Speed Dates, Sporting Carnivals and Assemblies moved to parent friendly times.

All school staff will continue to demonstrate a strong commitment to community engagement, evident through attendance at school events, P&C hosted events, fundraisers, availability to parents to meet regarding student progress and success and commitment to communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		All staff must demonstrate how Aboriginal students have shown improvement in learning throughout the year based on improvement in program delivery, differentiation of programs and development of strong goals (MGoals). Aboriginal Education Team meets regularly and involved parents and community all working together for improvement in educational, social / emotional and behavioural resilience of students, where families feel valued & supported
<b>English language proficiency</b>		Program has been continually assessed with results measured against expectations & targets with Ss showing growth & understanding. Data demonstrates improve used of English language.
<b>Low level adjustment for disability</b>		Students are supported in both learning & behaviour needs & are data is supporting shifts in academic & behavioural goals. Less students at T2&3 exit levels
<b>Quality Teaching, Successful Students (QTSS)</b>		Staff have met PDP goals, demonstrating improvement in practice and meeting standards
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$300 000.00)</li> </ul>	Students are supported in both learning & behaviour needs & are data is supporting shifts in academic & behavioural goals. Less students at T2&3 exit levels. Student academic results show growth as per expectations through the continual support mechanisms developed at school and strong working relationships with parents & carers to support learning for students
<b>Support for beginning teachers</b>		BT Journal is reflective of learning & Professional Practice improvements New & BT have progressed in meeting their PDP targets in professional growth, demonstrating a through knowledge of polices, practices, current research and programming to meet the needs of students. New & BT have developed a strong PLN of mentor teachers & colleagues. Demonstrated progress in the accreditation process.
<b>Early Action for Success</b>	<ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	179	177	171	188
Girls	171	179	186	186

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	93.1	91.6	93.2
1	93.2	92	91	91.8
2	93.6	93.9	90	87.8
3	94.2	93.6	92.6	89.3
4	92.6	92.6	93	91.5
5	93.8	91.4	92.5	91.4
6	89.9	90	91.9	89.8
All Years	92.9	92.4	91.9	90.6
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

The school works continuously with families to ensure attendance is at an optimum level for all students. Where a student has a succession of two days or more of absence, families are contacted to offer support. This is done by classroom teachers, supported by Executive Teachers and our Community Liaison Officer. Assistance is offered by school staff to families of students with difficulties attending school, tailored to each individual student and family need. Department of Education policy is followed where there is habitual and ongoing absenteeism of students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.56
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.92
Other Positions	0

\*Full Time Equivalent

Tenambit Public School has four school staff who identify as Aboriginal, supporting our Aboriginal student population.

### 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	

### Professional learning and teacher accreditation

Tenambit Public School has teaching staff at various stages of career, including beginning teachers, those seeking proficiency and those maintaining proficiency. Teachers are supported in learning through developed learning programs, inductions and practices.

Teachers use the PDP process to identify professional learning linked to their stage of professional growth, their professional learning areas of need linked with the school's identified strategic directions. Teachers also work with Executive Teachers to improve practice and utilise technology to utilise on-line learning opportunities.

The school's targeted resourcing model supports professional learning for all school staff. Our priorities for professional learning throughout 2017 have been

aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing. 100% of professional learning funds have been expended on these programs. The school planned and conducted five (5) staff development days over 2017. Training and development in 2017 for staff centered on: Early Years: Best Start Literacy, L3, Spelling, Writing, Handwriting and Numeracy: TEN training for staff, concept acquisition, mental computation, problem solving; Wellbeing: PBL, and supporting students with challenging behaviours; and Project Based Learning and STEAM.

The school has expended \$30,697 in 2017.

## 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.

This financial information covers funds for operating costs to the end of 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward represents an amount necessary to cover costs associated with financial commitments incurred in 2017. A significant portion of these funds are tied grants that can only be used for a specific purpose and funds held in trust.

During 2017 the school expended funds on upgrading of technology including laptops and ipads, to reflect both learning and curriculum focuses.

Funds are also set aside to cover the cost of replacing assets and unexpected expenditures. Canteen income is not reflected in the school accounts as it is run by the P&C Association. A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the School's P&C, our school's parent body. Further details concerning the statement can be obtained by contacting the school.

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	934,266
Appropriation	881,008
Sale of Goods and Services	5,488
Grants and Contributions	47,397
Gain and Loss	0
Other Revenue	0
Investment Income	373
<b>Expenses</b>	-381,315
Recurrent Expenses	-381,315
Employee Related	-278,210
Operating Expenses	-103,106
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	552,950
<b>Balance Carried Forward</b>	552,950

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.

The school undertook considerable professional learning this year in readiness of the new financial systems. In preparation budgets were carefully prepared to meet future projected needs in areas such as planned capital expenditure, staffing needs, student needs and ensuring leave costs are prepared for.

Funds have been planned for additional staffing needs in 2018 in Instructional Leader areas and student support, office support and school improvement programs.

The financial committee meets on a weekly basis to review the budget, expenditure, and income, ensuring

all aspects of financial responsibilities are met.

The school's canteen income is not shown as it is a P&C run initiative.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the School's P&C, our school's parent body. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,444,286
Base Per Capita	55,742
Base Location	0
Other Base	2,388,544
<b>Equity Total</b>	637,228
Equity Aboriginal	67,212
Equity Socio economic	397,982
Equity Language	2,779
Equity Disability	169,254
<b>Targeted Total</b>	502,995
<b>Other Total</b>	716,987
<b>Grand Total</b>	4,301,495

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.

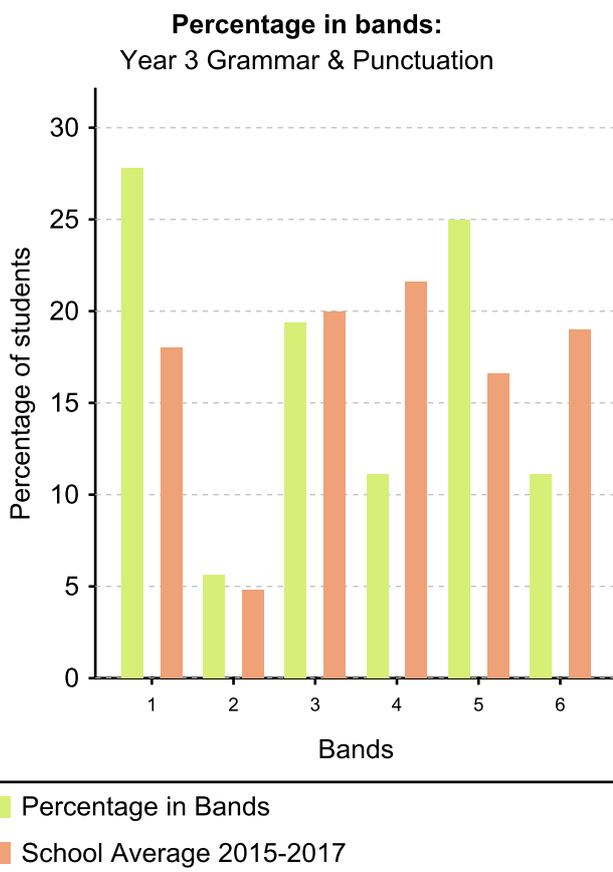
## School performance

### NAPLAN

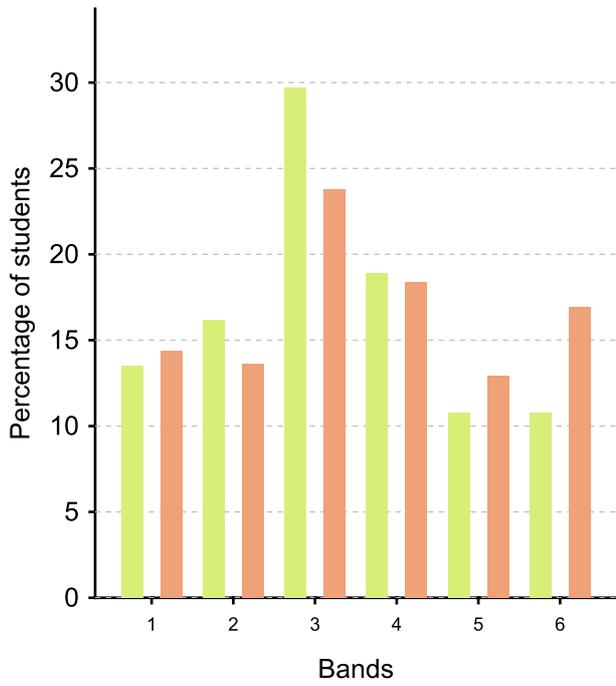
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In line with the Premier's Priorities of raising numbers of students in the top bands of NAPLAN, the school has developed targeted teaching strategies based on the analysis of data from NAPLAN and school based assessment in all aspects of literacy. Identification of where students are, where they have the capacity to go to, what is required to move them there and what is the exit data has been a focus of the school in the past year. Evidence based programs such as the L3 pedagogy, authentic feedback to students and goal setting has been incorporated in everyday classroom education delivery.

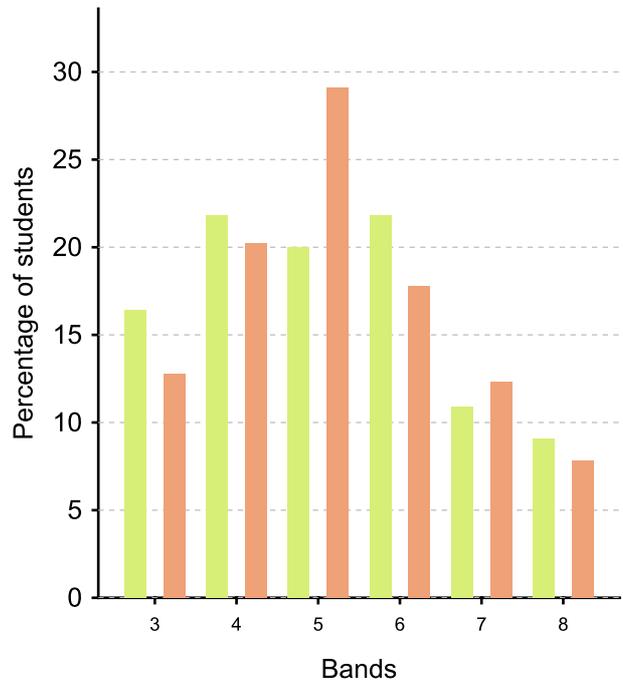
Additional staff work with Aboriginal students to focus on individual educational needs, supported by differentiation in learning programs, scaffolded support and extension learning targets.



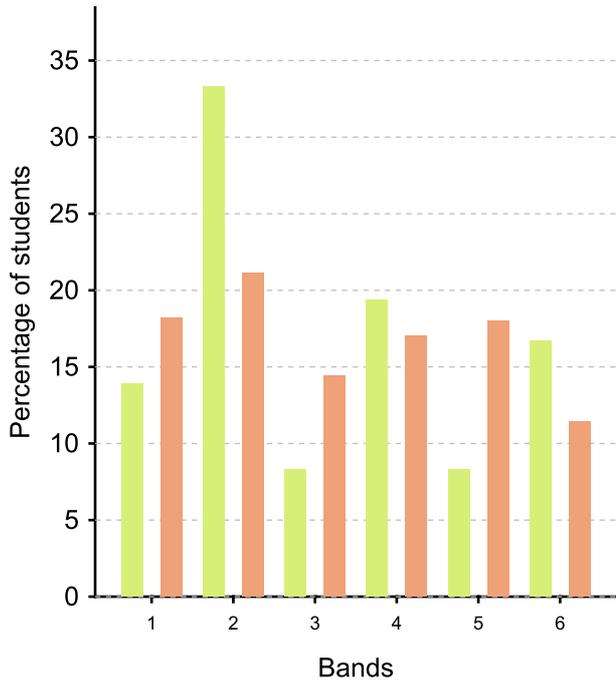
**Percentage in bands:**  
Year 3 Reading



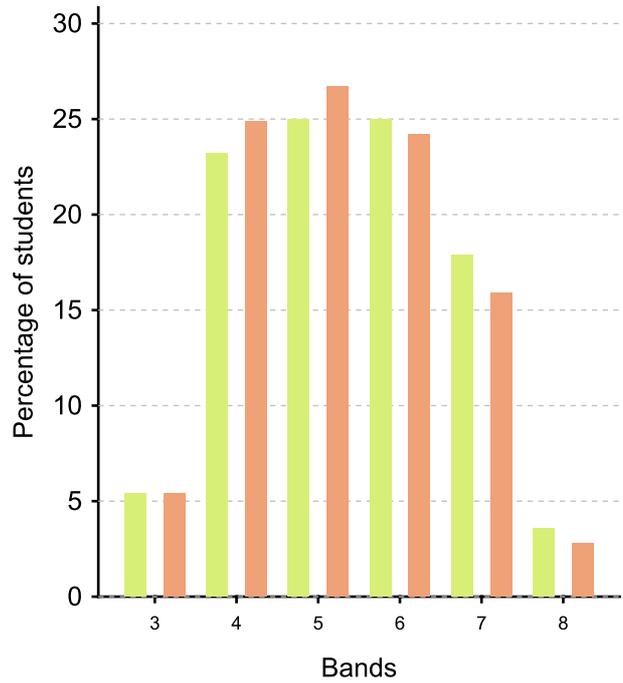
**Percentage in bands:**  
Year 5 Grammar & Punctuation



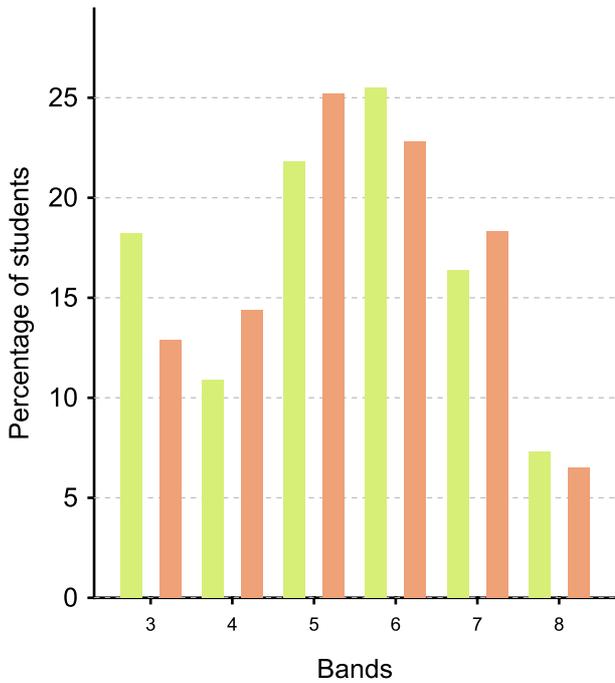
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Reading

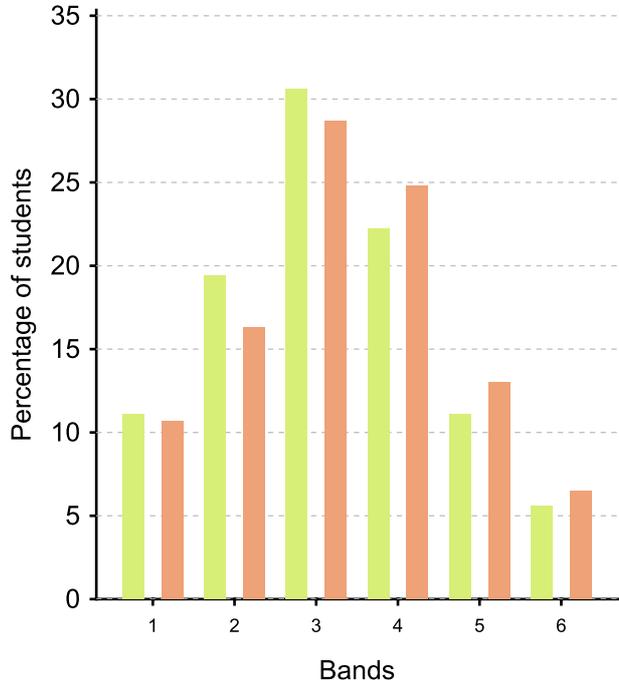


**Percentage in bands:**  
Year 5 Spelling

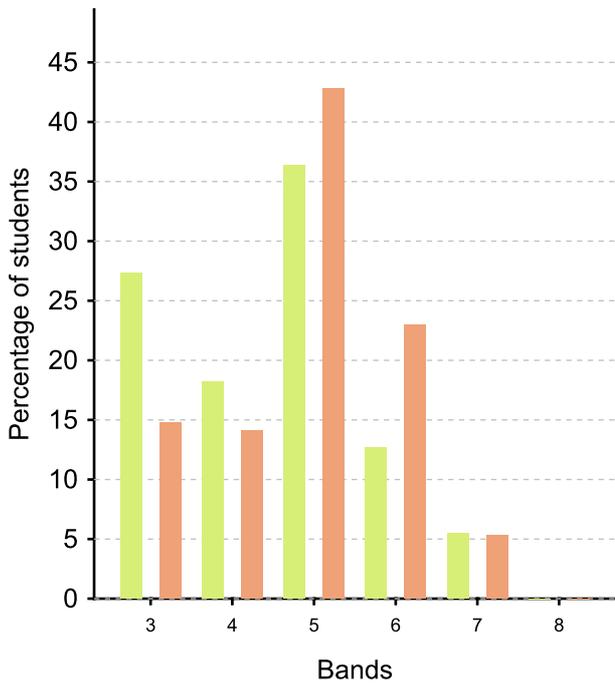


analysis of data. Whole school programs such as TEN (K-2) / Emphasis on place value (3-6) have formed the ignition and initial engagement part of each maths session. All students have mathematics goals as part of their 5 weekly goal setting.

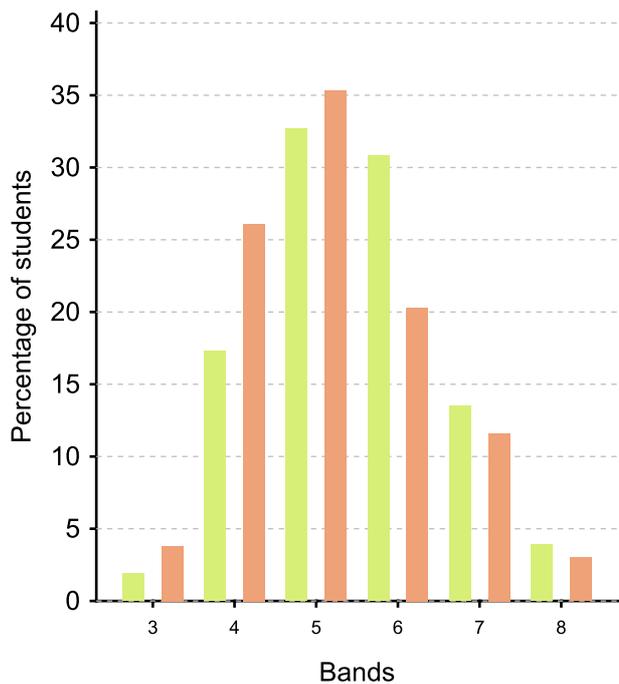
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



To meet the Premier's Priorities the school has identified areas of numeracy where focuses can be place to build capacity in students. Staff undertake collaborative planning – ensuring working mathematically a part of every lesson with 3 points of differentiation in lessons. Students undertake authentic assessment tasks and ongoing data collection is an engrained part of teaching practice with rigorous

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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Parent/caregiver, student, teacher satisfaction

During 2017 our school conducted both formal and informal information seeking activities. The school sort information from students, teachers and families.

The methods used included face to face informal 'chats', social media surveys, checklists seeking information regarding specific topics, telephone conversations with set questions and participated in the Tell Them From Me survey.

Information gained from students showed that children were worried about making friends in the playground and getting all their work done in the classroom. They also felt that bullies were being "sneakier" while some felt that children didn't understand the difference between bullying and just having a bad day. Children felt they were learning at school, that they were able to speak to their teachers about worries and to ask for assistance. Children felt that school staff cared for them and wanted them to do well.

Information gained from parents showed that the community was concerned about change. The school has undergone changes in leadership and teaching staff and they felt this to be unsettling. Parents felt that school staff were doing a great job of meeting the needs of their children, that they were valued and felt welcome. Some parents felt decisions were not suited to the school but further discussion alleviated this concern. Parents felt the school is looking to the future with learning directions for the children's future world.

Information gained from teachers showed that professional learning was valued and meaningful, indicating that teachers felt listened to and had a 'voice' in decision making. School staff felt valued and an important part of the structure of the school.

## Policy requirements

### Aboriginal education

Tenambit Public School remains committed to Aboriginal Education and recognising and celebrating the traditional owners of the land both locally and nationally.

In 2017, forty three (43) students identified as Aboriginal.

Highlights in 2017 include:

- Completion of Personalised Learning Plans (PLPs) for all students who identified as Aboriginal with meetings with families to support students goals
- Aboriginal Education Team to discuss and plan for Aboriginal education improvement and cultural awareness
- Week-long NAIDOC celebrations including: Opening Ceremony with smoking ceremony, flag-raising, cultural performance, classroom

and a special NAIDOC Week Assembly

- Implementation of a literacy and numeracy support teacher for Aboriginal students at risk with SLSOs who identify as Aboriginal working on building learning capacity in identified students
- Development of an Aboriginal Homework Club for students to encourage higher completion rate of homework
- Liaison with local land council Mindaribba and the youth liaison officer and regular staff attendance at local AECG meetings.

### **Readiness for School Programs**

In 2017 the school ran an extended Kindergarten Readiness (CUBS) program for all indigenous and non-indigenous families in the zoned area. Pre-Kinder students came to school terms 2, 3 and 4, once a week.

### **Engagement and Connections**

In 2017 the school's Community Liaison Officer continued to work closely supporting our Aboriginal families, meeting with our Aboriginal community to support the school's students in a holistic manner. As a result attendance was closely monitored and regular attendance was a focus of improvement across the school community.

### **Multicultural and anti-racism education**

In 2017 the school maintained a focus on multicultural education in all areas of the curriculum by providing learning activities and opportunities and programs which developed the knowledge, skills and attitudes required for a culturally diverse society.

Key features included:

- All students participated in Harmony Day activities which helped develop a greater understanding of the contributions made to our national identity by people from different backgrounds.
- Aspects of the curriculums focused on migration, refugees and impacts on Australian culture.

The school's Anti-Racism Contact Officer (ARCO) conducted information sessions with staff on the nature of racism and mechanisms for addressing racism.

The English as a Second Language (ESL) teacher developed specific programs to address the needs of students from non-English speaking backgrounds in Semester 1 and 2 to meet learning and social needs.