

Tighes Hill Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Tighes Hill 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.

Tony Selwood

Principal

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Message from the Principal

Tighes Hill Public School (THPS) is a dynamic and caring learning community. It is a member of the Callaghan Education Pathways (CEP) community of school. The positive, safe and happy learning environment enables all students to strive for excellence in all areas of academic, sporting and arts endeavours, fostering a healthy and balance lifestyle. I am proud of the academic, sporting and cultural achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality and engaging learning experiences for all students.

Our school's continued success is underpinned by a number of elements that continue to promote quality teaching and learning programs that our students, staff and parents value and appreciate.

At Tighes Hill Public School the friendly approachable and dedicated staff provides quality teaching/learning programs for all students with a strong focus on Literacy and Numeracy. We also recognise the importance of developing students' skills and knowledge in the arts, personal development and sporting areas.

The extensive arts program includes a school band, guitar ensemble, keyboard lessons and choirs which regularly perform at school, community and state events.

The whole school focus on public speaking develops confidence and higher order communication skills.

Computers with Internet access, I-pads, Wi-Fi access throughout the school and interactive classrooms link the school with the world, engaging students in the learning process.

2018 will no doubt be another exciting and challenging year, as we continue to move forward with our schools' vision. We will continue to do what we do, with even greater outcomes for our children. We will continue to refine our practice to further develop new programs and innovative teaching methods.

I certify 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 growth.

Tony Selwood – Principal

Message from the school community

Tighes Hill Public School P&C is a hardworking, dedicated group fully devoted to support the school and its community. With this aim in mind, fundraising in 2017 included Mothers and Fathers day stalls, two pie drives, raffles and the hugely successful school fete. All of which were well received by parents, students and staff of the school. The proceeds from

these events went towards subsidising K–6 excursions and the purchase of new books for the library. Book prizes for Presentation Day were also purchased by the P&C, as was a small gift for all outgoing year 6 students from 2017, in the form of an inscribed pen. The P&C also donated to the school to pay for school essentials. A huge thank you to all members of the 2017 P&C for their efforts during the year.

Jane Lander – P&C President

Message from the students

The Student Representative Council (SRC) consisting of our Y6 student leaders and two representatives from each class supported and raised money for several charities and whole school initiatives in 2017. Beginning in Term 1 we held a Camp Quality Fun Day which raised over \$750. This included a mufti day, pizza lunch and lunchtime Talent Quest. We held a pyjama and crazy hair day in Term 2 to support Stewart House Children’s Charity which raised over \$400. In Term 3 we supported Jeans for Gene’s day raising over \$300. During term 3, the SRC held a Fabulous Friday Fundraising Frenzy to support and raise money for our school aerobics team, the Sapphires. This included a mufti day, lunchtime disco, pizza day and cake stall. All money raised went towards subsidising the costs of our aerobics students travelling to various places around the state. This year we held two school discos which were both greatly successful. The money raised from the discos will be used to purchase technology and sound equipment for our upper hall. Our SRC relies upon the generosity and support of our wonderful school community who enable our school to provide the opportunities aforementioned and instil a culture of philanthropy.

School background

School vision statement

At Tighes Hill Public School we believe in “Educating for Excellence” within an inclusive environment so that students become independent, resilient and technologically creative learners for a modern global society who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Tighes Hill Public School has an enrolment of 319 students and is located in an inner city suburb of Newcastle in the Hunter Region of New South Wales. The school has a dynamic learning community with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. The school priority areas are literacy, numeracy, technology and innovative professional learning. The school is committed to Language, Learning and Literacy (L3), Focus on Reading (FoR), Targeting Early Numeracy (TEN), and individual plans for supported students. The school is dedicated to engaging 21st Century learners through embedded technologies across all curriculum areas. The staff and parents enjoy a positive relationship, actively promoting the school and its students.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process are outlined below.

The aim of this summary is to investigate if the elements of the School Excellence Framework and our School Plan have been embedded in our school practices and are successfully delivered by examining the body of evidence. This report provides an analysis and evaluates our current practice at Tighes Hill Public School against each of the domains and elements of the SEF. Tighes Hill PS staff worked collaboratively to collect and analyse each piece of evidence against the SEF and our School Plan 2015–2017.

LEARNING DOMAIN:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Learning we are **Sustaining and Growing** across all five Learning Elements.

The evidence shows that our teaching staff are extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students (Evidence 1, 2, 3, 4, 5, 6, 7). It shows that teachers actively share information about the learning needs of students in collaboration with professional peers and the parent community (Evidence 1, 2, 3, 4, 5, 6). They also inspire and challenge all learners through high expectations and a love of learning (Evidence 1, 2, 3, 4, 5). This results in students demonstrating high levels of engagement in their learning through adaptive, creative and innovative practices (Evidence 1, 2, 3, 4, 5). The evidence shows learners are encouraged and respected and given opportunities to aspire and improve their skills, knowledge and understanding, particularly in literacy and numeracy (Evidence 1, 2, 3, 4). It shows that Tighes Hill PS students are expected and supported to make a quality contribution to society (Evidence 1, 2, 3, 4).

The staff have recognised that further improvement can be achieved in the element Assessment and Reporting stated in the Learning Domain. Further analysing of student performance data and actively engaging parents more openly to

support improvements in learning will be a target. Planning for 2018 will include amore rigorous, logical assessment cycle that openly monitors and tracks student learning with greater focus on teacher – student feedback processes.

TEACHING DOMAIN:

The results of this self–evaluation process indicated that in the School Excellence Framework domain of Teaching, we are rated as **Sustaining and Growing** across all five Teaching Elements.

The evidence shows that that quality teaching is occurring through sustained commitment and professionalism displayed by teachers at Tighes Hill PS (Evidence 1, 2, 3, 4, 5, 6). It reveals teachers delivering learning in innovative and engaging ways, both individually and in team teaching or collaborative situations (Evidence 1, 2, 3, 4). Evaluation of teaching practice is evident through measures of engagement and student achievement (Evidence 1,2, 4). Teachers display a shared responsibility for improvement and set high standards of expectation (Evidence 1, 2, 3, 4, 5, 6, 7, 8). Learning from each other through collaborative practices and observation are broadly accepted(Evidence 1, 2, 3, 4, 5).

The staff have recognised that further improvement can be achieved in the element Data Skills and Growth and Learning and Development stated in the Teaching Domain. We feel a more explicit understanding of data literacy concepts coupled with assessment for learning strategies will be a relevant target for improvement in teaching. The focus on evidence based research utilising documents like “What Works Best: Evidence Based practices to Help Improve NSW Student Performance” will also be a focus.

LEADING DOMAIN:

The results of this self–evaluation process indicated that in the School Excellence Framework domain of Leading, we are rated as **Sustaining and Growing** across all four Leading Elements. The evidence shows Tighes Hill PS has a broad commitment, fostering a culture of high expectations and a shared responsibility for the development of student engagement, learning and success (Evidence 1, 2, 3, 4, 5, 6, 7, 8). It reveals that staff engage actively with the broader community for the benefit of each student’s academic, social and emotional wellbeing (Evidence 1, 2, 3, 5, 6, 7,8). Strategic Directions are targeted and achievable through the collaborative maintenance of resource and compliance measures (Evidence 6, 7, 8). Evidence shows that management practices focus explicitly on improving student learning and wellbeing set by a culture of improvement across the school community (Evidence 1, 2, 3, 4, 5, 6, 7, 8).

The staff have recognised that further improvement can be achieved in the element School Planning, Implementation and Reporting and Leadership stated in the Leading Domain. We plan to implement more evidence based practices using strategies like interactive continuums and shorter assessment cycles. We also aim to encourage a deeper involvement by the community in strategic planning through participation and effective feedback strategies.

OVERALL

As a staff, we have found the robust, collaborative discussion and decision making focusing on our current school systems and practices and the expectations of the School Excellence Framework extremely valuable. The whole school approach we have taken in both the examination of evidence and writing the submission has shown that there are elements we need to improve upon, and others that we can be proud of. We acknowledge that the underlying premise of this process is ultimately to improve student outcomes, and our common goal is to give our students the best start in life so they make a quality contribution to society.

Our self–assessment and the external validation 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

Excellence in Learning Outcomes – Developing a culture of collaboration, educational innovation, educational leadership & learning engagement.

Purpose

To provide an excellent standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

Overall summary of progress

During 2017 all staff undertook training in new BOSTES Syllabuses (English, Mathematics, Science, History and Geography) to ensure students were given relevant and challenging learning experiences. The use of digital technologies was a focus throughout the year. The Bring Your Own Device (BYOD) strategy was continued in the Opportunities Class (OC) and expended to all stage 3 to ensure students had equitable access to technology and to support their learning in the classroom.

All staff were supportive of the weekly and termly programming model which saw a greater focus on individualising student learning and documenting learning adjustments for students requiring additional support. This programming model will be continued in 2018. A timetable trial in Term 2 2017 improved access to Learning and Assistance Teaching (LAST) and will be continued to help students who require additional assistance.

Programs in literacy and numeracy were provided for students with additional needs. The 'Mini Lit' program was provided to all identified students and some children were given extra intensive support through various programs including; Reading Recovery (Year 1) and LAST support teacher intervention. All students who required an Individual Education Plan (IEP) were tracked and monitored through a whole school database.

Training and teacher professional learning in L3, Focus on Reading (FoR) and TEN's provided students with additional support in literacy and numeracy. The 'uninterrupted literacy' and 'uninterrupted numeracy' concept was adopted in Term 2 with high levels of support from students and teachers. 'Ignition warm up activities' to move information and knowledge to long term memory has also been a feature of the school's focus.

Assessment and reporting processes were further consolidated through two written reports to parents throughout the year and two parent – teacher interviews. Student feedback was a focus and this will also be an area for further development to encourage greater student reflection and evaluation of learning strengths and needs.

The School wellbeing approach across the school provided clear expectations of student behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Staff programming and teaching displaying differentiation of curriculum. 	Literacy & Numeracy K–6 funding \$12,000	<ul style="list-style-type: none"> * 100% of staff undertook extensive training for L3 , FoR & TEN's depending on their stage level * Evidence of extensive teacher collaboration and satisfaction collected through survey feedback * PL for 100% teachers in using PLAN * 2 additional staff trained in L3 S1 * ES1 teachers using Best Start for programming, assessing and reporting * All staff (100%)using PLAN * 70% of all students K–2 have moved at least two writing clusters * 85% of Year 3–6 students moved one writing cluster on the Literacy Continuum in 2016.
<ul style="list-style-type: none"> 	Quality Teaching,	<ul style="list-style-type: none"> * 100% of staff undertook extensive training for L3 ,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful assessment and planning of English and Maths using PLAN and the implementation of the Australian Curriculum.	Successful Students (QTSS) (\$5000.00)	<p>FoR & TEN's depending on their stage level</p> <ul style="list-style-type: none"> * Evidence of extensive teacher collaboration and satisfaction collected through survey feedback * PL for 100% teachers in using PLAN * 2 additional staff trained in L3 S1 * ES1 teachers using Best Start for programming, assessing and reporting * All staff (100%)using PLAN * 70% of all students K–2 have moved at least two writing clusters * 85% of Year 3–6 students moved one writing cluster on the Literacy Continuum in 2016. * All required syllabus documents for 2016 have been implemented
<ul style="list-style-type: none"> • Demonstrated growth using average data over a three year rolling period from years 3 to year 5 to year 7 in NAPLAN Literacy and Numeracy. 	Literacy & Numeracy K–6 funding \$12,000	Closely monitored NAPLAN, school based assessment results, PLAN data to analyse student performance in Literacy and Mathematics. Developed targeted programs to improve in these areas as required throughout 2017
<ul style="list-style-type: none"> • 80% or above of all students K–2 will move at least two writing clusters and all Year 3–6 students moving one writing cluster on the Literacy Continuum each year. 	Purchase of time to release staff to review documents, work collaboratively, plan future strategies and processes to achieve desired outcomes/milestones.	Closely monitored NAPLAN, school based assessment results, PLAN data to analyse student performance in Literacy and Mathematics. Developed targeted programs to improve in these areas as required throughout 2017

Next Steps

–Greater emphasis on collective responsibility for student learning and success with high levels of student and community engagement.

–Actively supporting students to develop strong identities as learners.

–Establishing active partnerships with feeder high schools to work collaboratively to ensure the continuity of learning for students Y5–7 (as indicated by SEF data 2015/2016).

– Further strengthening of curriculum programs and teaching practices to ensure the continued development of students' knowledge, skills and understanding.

–Review and strengthen extra-curricular learning opportunities to maintain the alignment with our school's vision, values and priorities.

Strategic Direction 2

Quality Teaching & Leadership – Developing and embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Purpose

To continue to improve the quality of teaching in every classroom through reflection of practice, peer modelling and 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

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2017 to achieve this strategic direction, based on the research of Professor John Hattie.

All teachers have been trained in three important literacy and numeracy initiatives – Targeting Early Numeracy, L3 and Focus on Reading. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling.

Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff.

Staff feedback through the Tell Them From Me Survey (2017) showed overall strong levels of satisfaction with the school and its programs. All eight surveyed areas were above state averages with Tighes Hill Public School teachers identifying collaboration (9.2/10), inclusive school (8.8/10) and Learning culture (9.2/10) as strengths of the school. Teachers identified technology as an area for whole school and personal development.

Support for teacher accreditation and early career teachers was also a feature of the school's commitment to supporting teacher innovation and competency.

The Tighes Hill Wellbeing policy continued to be a strong system for encouraging students to feel safe, valued and positive about their schooling experience. Over 90% of students received the 'Mastery' certificate throughout 2017, indicating a high level of student behaviour and self-direction. The explicit values lessons developed to support the wellbeing document need to be consistently delivered. There is a need to ensure these lessons are more consistently applied and taught throughout the school. Our school leadership program continued to encourage our oldest students to take on extra roles and responsibilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful introduction of BYOD into more classes and results of surveys	(\$2500.00) Use of TPL & Technology funds to action these activities.	Students and staff surveyed on the implementation of the BYOD project across the classes.
<ul style="list-style-type: none"> Improved outcomes and results of students in ICAS digital technologies and NAPLAN 	Use of TPL & Technology funds to action these activities.	Measurable improvement in 2017 results in ICAS digital Technology from 2016 data.
<ul style="list-style-type: none"> Executive staff attainment of professional learning goals (standards). 	TPL \$2000	Surveyed all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals.
<ul style="list-style-type: none"> Reduction of time spent in the administrative, financial, communication and 	LMBR deployment allocation	Full implementation of LMBR and regular monitoring from the deployment team throughout 2017 with a focus on day-to-day operation of SAP and SALM activities across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
organisational workflows of the school due to the new LMBR/SALM software.		Full implementation of LMBR and regular monitoring from the deployment team throughout 2017 with a focus on day-to-day operation of SAP and SALM activities across the school.
Staff programming and teaching displaying differentiation of curriculum.	Teacher Professional Learning \$3000	Class programs to Stage supervisors. Review planning documents generated in 2017 which linked National Curriculum to syllabus for Numeracy and Literacy. Classroom observations with clear target/focus on differentiated practice.
Effective management of Digital Citizenship and cyber safety issues.	Use of TPL & Technology funds to action these activities.	Classroom observations with clear target/focus on differentiated practice. Students and staff surveyed on the implementation of the BYOD project across the classes.
All executive staff leading their teams with a focus on collective efficacy.	TPL \$1500	Surveyed all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals. Exec class programs to principal for review.
Successful assessment and planning of English and Maths using PLAN and Australian Curriculum.	Literacy & Numeracy K-6 funding – \$12440.12	PLAN data submitted termly and reviewed by executive. Class programs to Stage supervisors. Review planning documents generated in 2015 which linked National Curriculum to syllabus for Numeracy and Literacy. Classroom observations with clear target/focus on differentiated practice. 100% of staff undertook extensive training for L3, FoR & TEN's depending on their stage level. Evidence of extensive teacher collaboration and satisfaction collected through survey feedback. PL for 100% teachers in using PLAN. 2 additional staff trained in L3 S1. ES1 teachers using Best Start for programming, assessing and reporting. 70% of all students K-2 have moved at least two writing clusters. 85% of Year 3-6 students moved one writing cluster on the Literacy Continuum in 2017. All required syllabus documents for 2017 have been implemented

Next Steps

–Evidence of evaluations from 2017 teaching and learning programs to be used to inform the planning and programming of 2018 teaching and learning programs.

–Performance and Development implementation in 2018 will show a greater emphasis on school-wide and interschool relationships and the use of mentoring and coaching to support newly appointed and beginning teachers.

–Continue to embed explicit systems for collaboration, class observation, the modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement.

Strategic Direction 3

Stronger Community Partnerships – Developing community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens.

Purpose

To develop partnerships within our community with the aim of engendering support for the development and wellbeing of our students and their families. In particular, the development of partnerships between our school and our indigenous families to work together as a learning community to give all our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Tighes Hill Public School continued to encourage high levels of involvement through community events and celebration of student achievement. The Term 3 annual Creative and Performing Arts Showcase and Art Exhibition in 2017 was a great success with all levels of the school (students, parents, staff and community) getting involved. The school also hosted many events (e.g. P&C Fete, Mother's Day, Father's Day, Easter Hat parade, NAIDOC week etc.) to highlight student achievement and links to the community. Feedback from school surveys show a consistent high level of community support for the school and its personnel. The P&C continued to have high levels of involvement with school planning and decision-making.

The school continued to manage Department of Education reforms in an efficiently and timely manner, meeting all deadlines and requirements. The school executive has identified a need to review the school's scope and sequences inline with BOSTES accreditation requirements. This took place in 2017. Another area for focus is the use of "milestones" to monitor and record progress of strategic planning and progress.

In 2017 a 'tiered leadership initiative' was adopted at the school. The initiative aimed to encourage staff members to take on extra responsibilities outside the classroom and particularly support those staff members who may aspire to higher levels of leadership. Particular aspects of school leadership were identified and given priority according to complexity and workload. This leadership initiative has given staff an opportunity to experience new learning and gain new skills. This leadership initiative will continue in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> To promote school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential. 	Socio-economic background (\$13210.00) \$2000 – RAM Aboriginal background loading (\$4000.00)	Surveyed and conducted focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes. 75% of parents attended interviews in 2017 up from 58% in 2016. 80% of Aboriginal families fully engaged in the PLP processes up from 70% in 2016. 90% of Kindy Club parents attended at least two sessions of Kindy Club to support their children in the process. This was an increase from 80% in 2016. School plan and milestones developed. Extensive school collaborative planning, consultation and evaluation of school improvement directions and needs. Completion of TTFM surveys: student, parent and staff. Monitoring of school plan.
<ul style="list-style-type: none"> To increase student attendance to over 96%. 	Exec meeting agenda item (fortnightly)	Reviewed attendance data and procedures throughout 2017 to achieve this target.
To attain a ratio of referrals 1:3 negative to positive student behaviours as recorded on SENTRY.	Computer Coordinator Allocation funding – SENTRY – \$2500	SENTRY wellbeing data indicates 2017 had a ratio of 4:1 (negative to positive) student behaviours – Although this is a reduction from the previous year (6:1) more emphasis needs to be placed here in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase parent/carer engagement in supporting their child's learning as evidenced by attendance at parent interviews and PLP processes.	RAM Equity for Aboriginal Background – \$4000	75% of parents attended interviews in 2017 up from 58% in 2016. 80% of Aboriginal families fully engaged in the PLP processes up from 70% in 2016. 90% of Kindy Club parents attended at least two sessions of Kindy Club to support their children in the process. This was an increase from 80% in 2016. School plan and milestones developed. Extensive school collaborative planning, consultation and evaluation of school improvement directions and needs. Completion of TTFM surveys: student, parent and staff. Monitoring of school plan.
Improved social and emotional wellbeing and skills for life for every student.	\$2000 – RAM	Parent and community attendance data at interviews and PLP meetings. Survey (TTFM) and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.

Next Steps

- To be recognised as excellent and responsive by our school community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.
- Strengthen our school community's understanding and commitment to our school's strategic directions and practices to achieve education priorities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$5 000.00) (\$0.00) 	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 1– reduction of the number of students identified ‘at risk’ and significant improvement in literacy and numeracy benchmarks</p> <p>Strategic direction 3</p> <ul style="list-style-type: none"> – strong local links to aboriginal groups e.g.AECC – Personalised Learning Plans developed and implemented for identified students – Significant attendance rate improvements for some students and families–Improved transition process for Year 6students entering high school
Low level adjustment for disability	<p>Purchase of a teacher(0.2)to deliver Kindy Club program.</p> <p>Low level adjustment for disability (\$15 000.00)</p> <ul style="list-style-type: none"> Socio–economic background (\$13 000.00) 	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 1 & 3</p> <ul style="list-style-type: none"> – establishment of mini lit sessions with reduced disengagement and improved student outcomes
Quality Teaching, Successful Students (QTSS)	<p>Teacher (0.2) per fortnight– semester 1</p> <p>Teacher (0.2) per week –semester 2</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$30 000.00) Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Survey all staff on the quality of school leadership and management. Informal/formal obs of exec leadership of their school teams and school projects. Exec surveys based on AITSL leadership tool and attainment of professional leadership goals.</p>
Socio–economic background	<p>Purchase a SLSO (0.2) to support program delivery.</p> <ul style="list-style-type: none"> Socio–economic background (\$14 784.00) Socio–economic background (\$15 000.00) 	<p>Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes.</p> <p>Strategic direction 3– Highly successful Kindy Club program with full attendance.</p>
Support for beginning teachers	<p>\$4000</p> <ul style="list-style-type: none"> Support for beginning teachers (\$4 000.00) 	<p>Monitoring of professional development of all teachers within stage teams, collaborative planning and mentoring processes with a focus on teachers seeking accreditation. Monitoring and evaluating quality teaching and learning practices across the school,</p>

<p>Support for beginning teachers</p>	<p>\$4000</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 000.00) 	<p>demonstrated through differentiated Literacy and Numeracy lessons and assessments using continuums to improve student achievement.</p> <p>Strategic direction 2</p> <ul style="list-style-type: none"> – Beginning teacher program has ensured early career teachers are supported and have access to quality mentoring – Additional relief and professional learning time provided to beginning teachers\$
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	137	151	165	169
Girls	122	126	154	158

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	95.5	96	96.2
1	95.5	94.4	95.7	95.1
2	95.9	94.2	96	94.7
3	96.3	95.3	94.6	95.2
4	92.8	95.7	95.4	93.7
5	94.1	95.1	95.4	94.6
6	93.9	93.4	94.6	93.8
All Years	95.1	94.9	95.4	94.7
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

Attendance in 2017 at Tighes Hill Public School was recorded electronically by the school's SENTRAL computer roll marking system. Attendance was monitored regularly throughout the year by the school executive to ensure students attended school. Students with unsatisfactory attendance were referred to the school's Learning Support Team and support to families and students was given when needed.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

Two staff members (teaching) in 2017 identified as Aboriginal. This represents approx 10% of the school teaching workforce.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers.

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 centred on: Syllabus Implementation: English, Mathematics, Science, Geography, History. Mandatory training included anaphylaxis, asthma management, child protection updates, chemical handling, first aid and CPR.

100% of staff members engaged in mandatory and elective professional learning activities.

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	157,898
Revenue	2,983,254
Appropriation	2,782,981
Sale of Goods and Services	21,129
Grants and Contributions	177,121
Gain and Loss	0
Other Revenue	0
Investment Income	2,022
Expenses	-2,955,625
Recurrent Expenses	-2,955,625
Employee Related	-2,571,362
Operating Expenses	-384,263
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,628
Balance Carried Forward	185,526

The statements of receipts and payments exhibit an accurate view of the school's operations, cash balances and investments. The statements have been prepared in accordance with the directions issued by the Department of Education. Proper accounting records have been maintained. I am not aware of any circumstances which would render any particulars included in the statements to be misleading or inaccurate.

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	2,191,994
Base Per Capita	48,752
Base Location	0
Other Base	2,143,243
Equity Total	112,717
Equity Aboriginal	20,601
Equity Socio economic	19,228
Equity Language	0
Equity Disability	72,887
Targeted Total	93,548
Other Total	312,736
Grand Total	2,710,995

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.

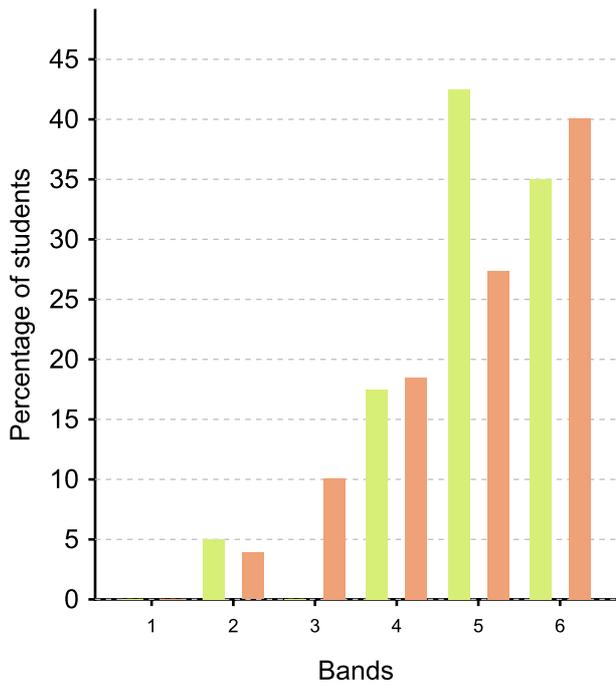
School performance

NAPLAN

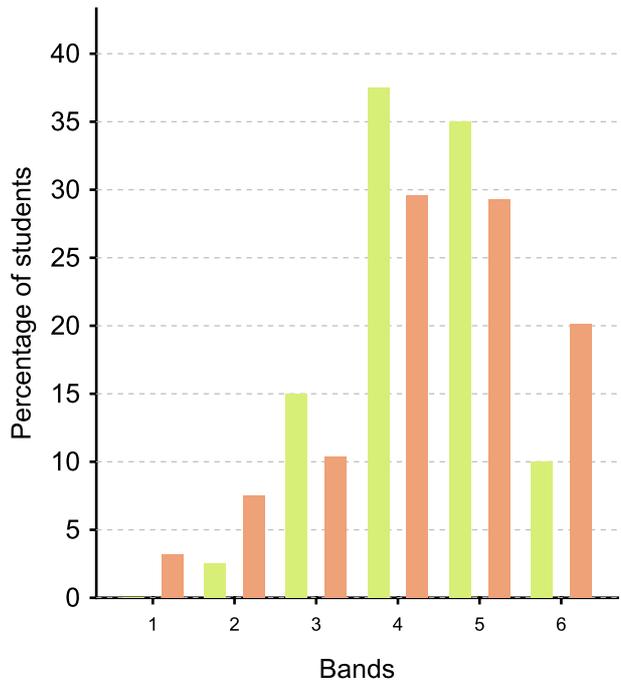
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2017 literacy data shows the schools attainment levels in years 3 and 5 as a result of taking part in this assessment process.

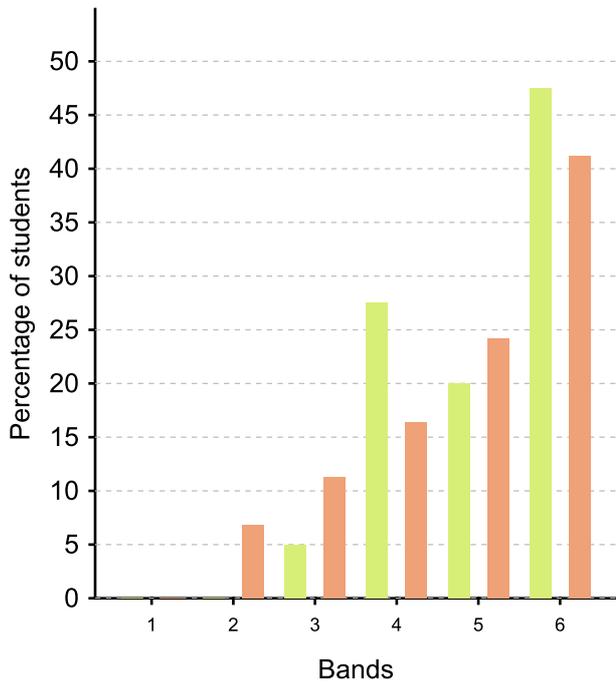
Percentage in bands:
Year 3 Grammar & Punctuation



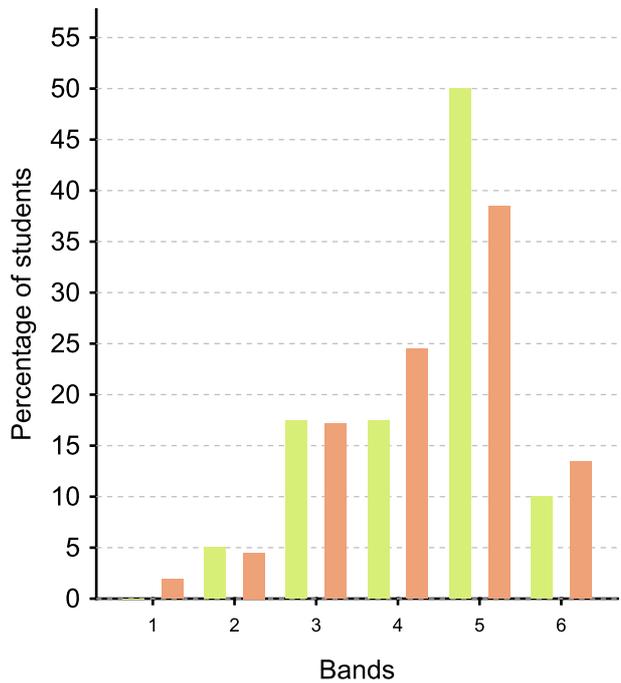
Percentage in bands:
Year 3 Spelling



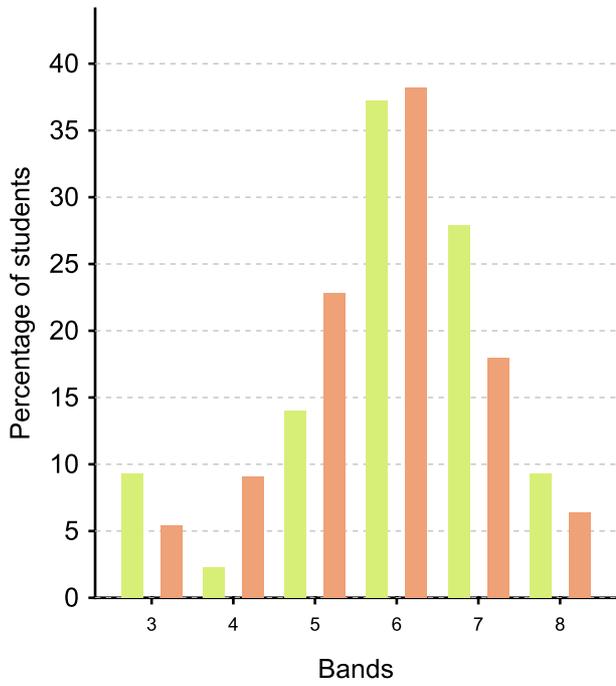
Percentage in bands:
Year 3 Reading



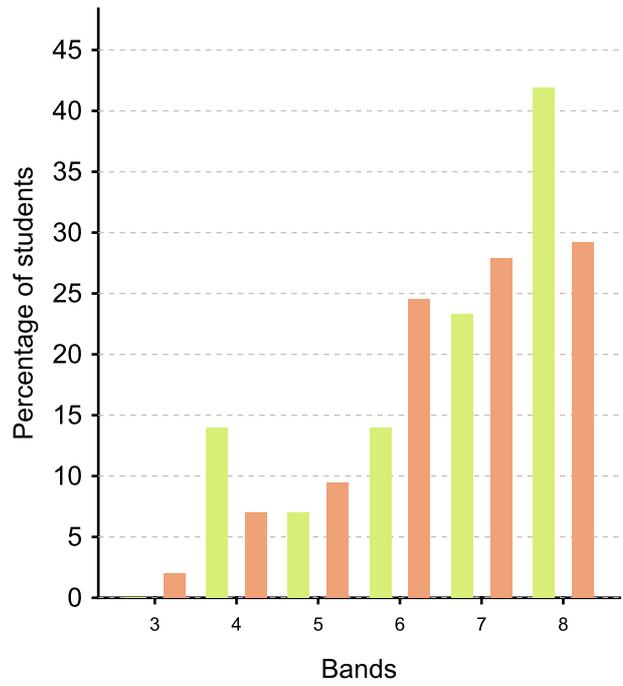
Percentage in bands:
Year 3 Writing



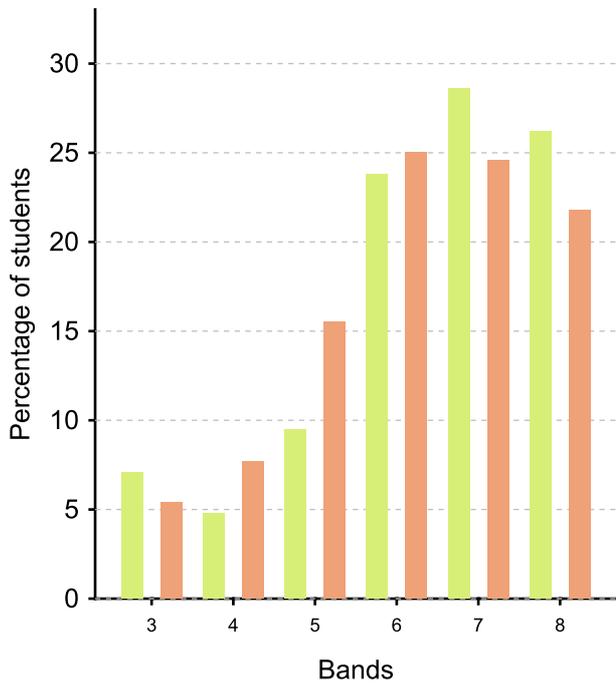
Percentage in bands:
Year 5 Writing



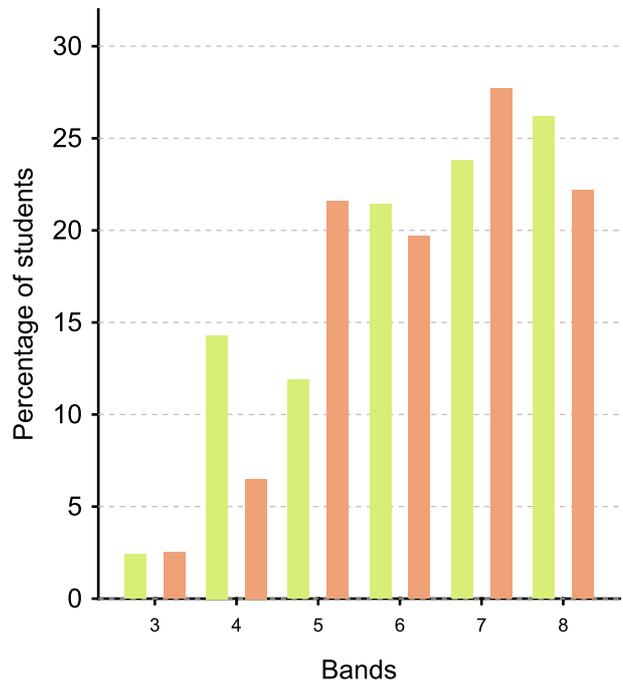
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

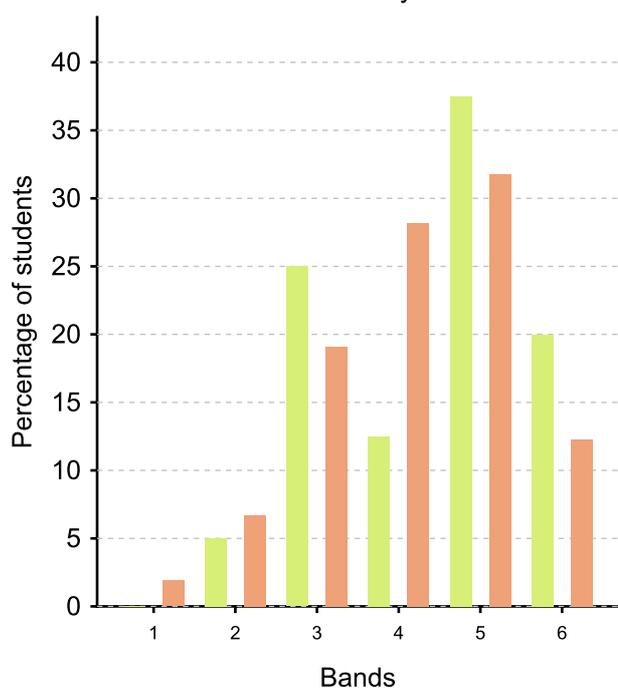


Percentage in bands:
Year 5 Grammar & Punctuation

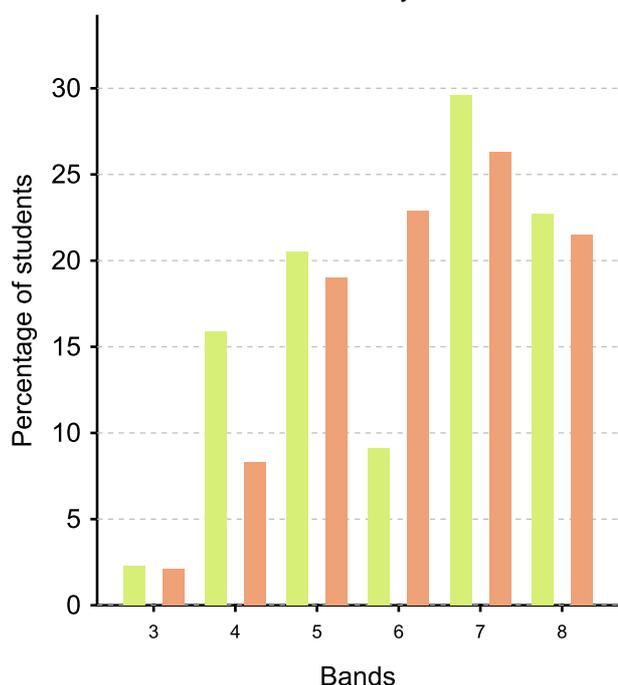


The 2017 Numeracy data shows the schools attainment levels in years 3 and 5 as a result of taking part in this assessment process.

Percentage in bands:
Year 3 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.

In year 3, 4 Aboriginal students completed the NAPLAN assessments. 25% – 50% of these students placed in

the proficient bands across the assessments.

In year 5, 4 Aboriginal students completed the NAPLAN assessments. 25% – 50% of these students placed in the proficient bands across the assessments.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below

- Parents are overwhelmingly supportive of the school's educational programs.

- Community participation continues to be high in all forums.

- Student evaluations indicate positive engagement in learning.

- Staff participation in all school programs demonstrates a high level of commitment to the school and its students.

- Student participation in school activities continues to be high.

- Staff collegiality levels are high.

Policy requirements

Aboriginal education

Naidoc Week celebrated in week 9 Term 2. This was an all-day event. All Indigenous students spoke at the ceremony and The Hunter Performing Arts High School told Dreamtime stories through a dance performance. The ceremony was followed by all students (K–6) taking part in workshops that were run by the High School Students. Classes rotated to activities including; Traditional and Contemporary Dance, Didgeridoo, face painting, singing and storytelling. A very successful day with great feedback by both schools.

The Tighes Hill Aboriginal Program was taught across all stages of Learning for ten weeks in term 4 delivered by The Wakagetti Dance Company. This program covers a variety of Aboriginal perspectives. Aboriginal Action Team Meetings: Held every term in week 4. Community, stage 3 students and teachers attend. Events and other items are discussed.

PLP's are now completed on SENTRAL & MGoals.

Culture Club runs once a week at lunch times. Cate Sheehan and Lyn Behsman deliver a program that is inclusive of all cultures and all students are encouraged to attend. Activities include Art and Craft etc.

Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

A highlight of the year was Harmony Day, with many families coming to school to share their stories and food with all the students.