

Toomelah Public School

Annual Report



2017



3239

Introduction

It is with great pleasure that I present the 2017 Annual School Report for Toomelah Public School. We provide research based educational opportunities for our students. We provide a range of cultural programs including Gomerioi language, culture and dance.

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

Margaret Sloan

Executive Principal

School contact details

Toomelah Public School
off Old Bruxner Hwy
Boggabilla, 2409
www.toomelah-p.schools.nsw.edu.au
toomelah-p.School@det.nsw.edu.au
07 4676 2223

School background

School vision statement

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

School context

Toomelah Public School is situated on an ex Aboriginal mission in the heart of the Gomeroi land. It one of fifteen schools in the state who are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 38 students all of whom are Aboriginal. It has a number of key deliverables including increasing attendance, transition programs, working with the community and supporting Language and Culture.

Gomeroi Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer as well as a specialist cultural guide. In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect.

Toomelah Public School is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework.

In the Learning domain the school's on balance judgement is that, it is delivering. The school builds educational aspiration and ongoing performance improvement. Staff understand that engagement and learning are connected. Student engagement is a priority in all classrooms. Positive Behaviour for Learning is implemented across the school to support student engagement. The school is committed to supporting students' wellbeing and consistently implements a whole school approach to wellbeing to create a positive learning environment. Quality teaching and professional practice are evident in every learning environment providing students with the opportunity to connect, thrive and succeed.

Toomelah Public School is delivering in the curriculum area of learning and is working towards delivering in assessment and reporting. In 2018 there will be a focus developing school wide assessment and reporting procedures based on best practice. The school is sustaining and growing in student performance measures, achieving a significant result in NAPLAN value add. The value add for Kindergarten to Year Three was just above state average and for Year Three to Year Five it was well above state average.

In the teaching domain the school is delivering. All staff continue to develop their ability to analyse data and utilise these skills in planning for future learning. Professional learning communities support teacher development through targeted and specific professional learning for teachers based on teacher need reflected in student results.

In the Leading domain, the school is sustaining and growing. The school plan is an iterative document and provides the focus for school activity stemming from the collaboratively developed vision.

The School Reference Group meets once a fortnight and advises and guides the school leaders. In 2017, there was significant collaboration with the Australian Defence Force who delivered TAFE courses for the community in the school's adult learning centre. In addition, the army provided fitness trainers to work with the teachers in physical education. They also redeveloped the school's community vegetable garden guided by community members.

In 2018 Toomelah Public School is participation in the External Validation process.

Strategic Direction 1

Delivering consistently high quality, researched based leadership & teaching & learning practices across our school.

Purpose

Our purpose is to provide consistent evidence based teaching practice including curriculum, pedagogical knowledge and social, emotional learning in a culturally sensitive way.

Our staff will take personal and collective responsibility for improving student learning outcomes tailored to the needs of each child.

Overall summary of progress

Evidence based leading teaching and learning continued to be successfully embedded in practices at Toomelah Public School. Significantly research by John Hattie(visible learning), Dylan Williams(Formative Assessment) and Bessel Van Der Kolk(Trauma Informed Practice)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Evidence based best practice – informed by Australian Professional Standards for Teachers(3 and 5), What Works Best as well explicit teaching and effective feedback. 100% of teachers have explicit performance criteria and learning intentions in planning evidence in planning documentaton.</p> <p>100% of classrooms participating in Learning Walks.</p> <p>100% of teachers using Explicit Performance Criteria and Learning Intentions in Literacy and Numeracy.</p> <p>100% of teacher participating in Professional learning Community around Evidenced Based Best Practice once a month.</p> <p>100% of teachers complete Kids Matters Surveys.</p>	<p>Assistant Principal</p> <p>\$133 000</p>	<p>The Assistant Principal employed in 2017 has a significant impact of driving evidence based best practice through the school. 100% of classrooms utilise Learning Intentions and Quality Performance Criteria in their classrooms.</p> <p>Learning Walk professional learning was delivered and learning walks will be a focus in 2018 for professional learning and practice.</p> <p>The development of strong professional learning communities will also continue to be a focus in 2018. In 2017 three staff meetings a month were replaced with professional learning community meetings.</p> <p>100% of teachers completed the Kids Matters survey which led to the development of a community room and community garden.</p>
<p>Implement and embed research based best practice across the school in relation to Trauma Informed Practice and resulting in students increasing engagement evidenced by Tell Them from Me Surveys by Students and Parents, attendance data and exit slips.</p> <p>Students access Aboriginal Language, Dance and Culture lessons and demonstate them confidently in the Corroborree</p>	<p>Dance and Culture Teacher</p> <p>\$18 500</p>	<p>Toomelah Public School continues to embed Trauma informed practice. The evidence and outcomes of this practice is born out by reduced behaviour referrals and nil suspensions and exclusions for 2017. In addition attendance continues to grow.</p> <p>We employed a Cultural Guide in 2017 to teach further embed language and culture. All cultural learning was strengthened by his engagement.</p> <p>Students have proudly formed a Gomeroi dance group and perform for the community at a range of school and community events.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and Art Show.		<p>Toomelah Public School continues to embed Trauma informed practice. The evidence and outcomes of this practice is born out by reduced behaviour referrals and nil suspensions and exclusions for 2017. In addition attendance continues to grow.</p> <p>We employed a Cultural Guide in 2017 to teach further embed language and culture. All cultural learning was strengthened by his engagement.</p> <p>Students have proudly formed a Gomeroi dance group and perform for the community at a range of school and community events.</p>

Next Steps

There will be a continued focus on developing teaching capacity. Research based best practice will continue to be a major focus in the areas of Learning, Teaching and Learning.

Initiatives for 2018 include Three Way Interviews, implementing MGOALS, Learning Walks, Formative Assessment of Teachers, Formative Assessment for students and further developing in and cross schools Professional Learning Communities.

All students will be plotted in PLAN2 in 2018 to ensure strong understanding of students and further develop teacher understanding of the learning progressions. There will be a consistent approach across the school to teacher planning and personalised learning plans using MGOALS.



Strategic Direction 2

Community engagement and decision making.

Purpose

To create authentic participation and two way communication and consultative decision making with the community and for the community to drive programs that reflect the values and aspirations of all stakeholders, promoting a collective responsibility for community partnerships; while concurrently providing opportunities for capacity building in areas identified by the reference group.

Overall summary of progress

The capacity of the Toomelah Public School Reference group continued through regular meetings and opportunities for professional learning. Significant partnerships also were established with Australian Army delivering TAFE courses as well as Literacy for Life delivering Adult Literacy and Numeracy classes in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Toomelah Public School parents and community engage with school in a range of ways including decision making as part of the Reference Group, surveys, school events and in Language and Culture activities. This will be evidenced by Reference Group minutes, Surveys, Reference Group milestones and Professional Learning Log for Reference Group and other community, government and non-government agency members.</p> <p>80 % Students, Parents and Teachers participate in Tell Them From Me and Kids Matters surveys to inform the direction of the school.</p> <p>Community Room/Adult Learning Centre is utilised by Parents and Community by Australian Army for courses including TAFE courses and Literacy for Life present Adult Literacy Course.</p>	<p>Reference Group costs \$5000(RAM)</p> <p>Steering Committee Costs \$13000</p> <p>Technology upgrade \$650</p> <p>Fence \$3500</p>	<p>Community input increased in a range of areas in including the Reference Group met every fortnight – initialising establishing its own milestones to establish goals and directions.</p> <p>The Executive Principal once again chaired the Toomelah Boggabilla Steering Committee four times a year as well as the TEAM(Regional Managers Group) which facilitates the overall effectiveness of interagency partnerships. A Memorandum of Understanding was established with Care Goondiwindi.</p> <p>A community training room was established with a bank of computers for trainers use.</p> <p>The Literacy for Life foundation ran a six month Adult Literacy and Numeracy course for community members. The Australian Defence Force was in Toomelah for an ACAV project. In addition to the building project the Army delivered TAFE, RSA, First Aide and soap making courses as well redeveloped the school community garden with a cultural perspective in consultation with school staff and the community. The Toomelah Public School Executive Principal met fortnightly with the Chair of the Lands Council.</p> <p>Toomelah Public School and Boggabilla Central School collaborated on a number of projects including Connecting to Country, Healthy Culture Healthy Country and staff development days.</p> <p>The Tell Them From Me survey was well supported with 80 % of stakeholders participating in the survey.</p>

Next Steps

Community participation, collaboration and voice will continue to be a focus at Toomelah Public School through further

strengthening of the Reference Group through developing and delivering governance and leadership training.

Expansion of the Language and Culture program to include parents and community will be important going forward.

Strategic Direction 3

Continue to develop & engage with cross sector departments to build improvement of student learning outcomes.

Purpose

Our purpose is to utilise government and non-government personnel and programs to support learning and engagement in school and community; as well as to share this information with other services and schools.

Overall summary of progress

Learning at Toomelah Public School was supported significantly by strong partnerships with government and non-government partners in 2017. Strong relationships were maintained with Care Goondiwindi, Drug Arm and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School supports students and families who require support from agencies to access support as required.</p> <p>Executive Principal participates in Steering Committee and Team to enable school to participate in strategic planning across agencies.</p> <p>Cross Agency Developmental Trauma strategic meetings once a month.</p> <p>Students with need case managed to ensure their needs are supported.</p>	<p>Wellbeing teacher engaged.</p> <p>\$100 000 Balance of RAM and School and Community Sources.</p>	<p>Support was provisioned through individual case management by the Wellbeing teacher.</p> <p>The Executive Principal continued as Chair of the Toomelah Boggabilla Steering Committee and Toomelah Public School and Boggabilla Central School funded a position to provide the Secretariat for the Committee in 2017.</p> <p>The TEAM(Regional Managers)Met monthly to collaborate and strategically deploy services.</p> <p>The Our Brains Matter Group was set up to meet monthly and a research project with Sydney University was established.</p> <p>Sydney University continued to be a significant partner with the Healthy Skin Project.</p> <p>Poche and Sydney University attended the school for oral health services.</p> <p>In addition they supported the school to develop a tooth brushing program and installed a chilled, filtered water facility for the students.</p> <p>Care Goondiwindi and Drug Arm ran two playgroup sessions a week in the schools Early Childhood Centre. A transition to school program ran for three days for thirty weeks of the year funded by Prime Minister and Cabinet, Indigenous Advancement Strategy.</p>
<p>Parent community engagement in carer support groups.</p>	<p>SLSO \$12000 (RAM)</p>	<p>Parent engagement in playgroup continued to grow in 2017. Three parent/community soap making courses were run in collaboration with the Australian Army.</p>
<p>Level of interagency collaboration increased from baseline data.</p>		<p>TEAM meetings were well supported in 2017. The Australian Defence Force attended all meeting from March and shared progress of their projects and sought opportunities to collaborate.</p> <p>In term four 2017 Toomelah Public School was</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Level of interagency collaboration increased from baseline data.		invited to the CCC Case Management meeting in Moree and attended.

Next Steps

We will continue to work with outside agencies to provide additional support for our students and their families. In 2018 a community engagement plan will be developed to ensure progress in this area going forward.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	See Strategic Directions	See Strategic Directions
Low level adjustment for disability	See Strategic Directions	See Strategic Directions
Socio-economic background	See Strategic Directions	See Strategic Directions

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	16	22	22	15
Girls	14	17	19	17

Student attendance profile

School				
Year	2014	2015	2016	2017
K	86.6	81.1	87.4	87.5
1	88.9	89	88	87.5
2	88.9	89.6	87.6	89.8
3	88.5	88.7	88.4	88.3
4	91.6	95.1	97	88.3
5	88	89.5	94.8	92.7
6		76.5	89	90.9
All Years	88.7	86.8	90	89.3
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		93.5	93.4	93.3
All Years	94.9	94	94	93.9

Management of non-attendance

A comprehensive range of strategies are in place at Toomelah Public School including monitoring of attendance and immediate follow up of non-attendance by the school's Aboriginal Education Officer.

A quality learning environment is a fundamental factor in ensuring that children feel that they can attend school and engage in learning targeted at their needs. Gomerioi culture teaching contributes to make Toomelah Public School a welcoming and supportive environment for students.

In addition there are a number of positive strategies to encourage attendance including prize draws and excursions.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.39
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.9
Other Positions	1

*Full Time Equivalent

Toomelah Public School employs six Aboriginal staff who play a key role in supporting the education of the students in Toomelah Public Schools. These staff include a Leader Community Engagement and Student Support Learning Officers.

Workforce retention

The retention of staff at Toomelah Public School from 2017 to 2018 was 100%. The school has had a stable staff for the last four years.

Teacher qualifications

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

Professional learning and teacher accreditation

All teachers at Toomelah Public School are accredited through the New South Wales Standards Accreditation Authority.

Professional Learning in 2017 centred around school priorities in the areas of Leading, Teaching and Learning.

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.

In addition to the RAM funding the school has applied for and receives \$140 000 a year Indigenous Advancement Strategy funding for the early childhood program.

Receipts	\$
Balance brought forward	375,584
Global funds	301,838
Tied funds	420,993
School & community sources	2,730
Interest	5,756
Trust receipts	0
Canteen	60
Total Receipts	731,376
Payments	
Teaching & learning	
Key Learning Areas	1,351
Excursions	11,863
Extracurricular dissections	22,081
Library	0
Training & Development	13,965
Tied Funds Payments	422,468
Short Term Relief	0
Administration & Office	49,425
Canteen Payments	0
Utilities	16,581
Maintenance	39,152
Trust Payments	0
Capital Programs	0
Total Payments	576,885
Balance carried forward	530,075

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	625,367
Appropriation	613,809
Sale of Goods and Services	0
Grants and Contributions	9,307
Gain and Loss	0
Other Revenue	2,251
Investment Income	0
Expenses	-166,798
Recurrent Expenses	-166,798
Employee Related	-129,908
Operating Expenses	-36,891
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	458,568
Balance Carried Forward	458,568

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.

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	423,806
Base Per Capita	6,266
Base Location	42,078
Other Base	375,462
Equity Total	304,518
Equity Aboriginal	153,443
Equity Socio economic	109,557
Equity Language	400
Equity Disability	41,118
Targeted Total	38,250
Other Total	453,157
Grand Total	1,219,730

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

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

School performance

NAPLAN

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

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

Value Add results for Toomelah Public School showed student growth. Students showed growth just above the state average from Kindergarten to Year Three and well above state average for Years Three to Five..

Parent/caregiver, student, teacher satisfaction

Toomelah Public School completed two student

surveys, one teacher survey and one parent survey during 2017 through Tell Them From Me.

The students surveys indicated that they valued school, had positive pupil/teacher relations, there was a positive learning environment, they were interested and motivated and had expectations for success. Many students indicated that they were victims of bullying. The skills challenge indicated a low result.

The parents felt welcomed in the school, they support learning at home, they were informed, they believed the school supported positive behaviour, safety and inclusiveness.

Parents indicated they would like to talk more with the classroom teachers and attend more meetings.

The teacher surveys showed very positive results for support and moral.

Policy requirements

Aboriginal education

As Toomelah Public School is a 100% Indigenous school, the Aboriginal Education Policy is embedded in our daily business. The school participates in collaborative decision making with the School Reference Group as part of the Connected Communities Strategy. The Leader Community Engagement attends the monthly AECG meetings. Local Aboriginal people are employed in the school comprising a significant proportion of the school staff. All Aboriginal support staff are encouraged to participate in the professional learning that the classroom teachers engage in. Aboriginal Language –Gamilaraay is delivered by the LCE and AEO each week. The morning assembly is completed in Gamilaraay. Aboriginal Dance lessons commenced in 2016 and children show great interest and engagement in this learning. Culture teaching is also embedded in the school; dedicating three days to Naidoc Week and three days to a school initiative, Culture week as well as activities such as river trips and fire lighting. We were fortunate to engage a Culture Guide to share culture with the students and community. The School works with government partners to improve outcomes for the students and their families.

Multicultural and anti-racism education

The school drum group provided an opportunity for all students to become immersed in cultural activities. The classroom programs reflected cultural diversity worked towards embedding cultural tolerance in the school. Global perspectives are explored where appropriate in classroom programs. Toomelah Public School has two Anti-Racism Officers and one Anti-Discrimination Officer.

Other school programs

SPORT REPORT

Throughout 2017 students from Toomelah Public School represented their school, community and culture in various sporting events such as the Swim School and Water Safety program, Swimming, Athletics and Cross Country carnivals, the Premier's Sporting Challenge, Queensland Reds Rugby Union and NSW Country Rugby League Clinic.

Swimming

In the first week back to school all our students participated in the Macintyre Swimming Carnival. Each student participated in their event with pride and enthusiasm. Some even entered events on the day in which they had never attempted prior to the carnival. Our students received a lot of praise for their participation, sportsmanship and behaviour throughout the carnival. As a result, from this carnival, six students represented Toomelah Public School at the McKechnie Shield in Moree. Emma Hinch then qualified for the Regional Swimming Carnival.

During Term 1 and Term 4 Kinder to Year 6 took part in the Swim School and Water Safety program. The program was held at the Goondiwindi Town Pool. The students were guided by qualified swim school instructors, employed by the school. The group sessions consisted of various activities such as improving the students' confidence in the water, learning and developing new strokes and stroke correction and water safety.

Cross Country

In early Term Two Toomelah Public School held their annual Cross Country. Students ran/walked the track in and around Toomelah. It was great to see the community out and about cheering on our students.

Students from year 2 to Year 6 travelled to North Star Sporting Grounds to participate in the Macintyre (Small Schools) Cross Country. The students performed well with plenty of support and cheering from their peers. Thank you to the parents and community members who travelled to the carnival to support our students. Seventeen students went onto represent Toomelah Public School in the Zone Cross Country which was held in Gravesend.

Athletics

At the beginning of Term 3, Toomelah Public School were extremely fortunate to have the Army Aboriginal Community Assistance Program (AACAP) mark an athletics track and field on the Ewan (Panda) McGrady oval. This gave our students an opportunity to use their community oval for their annual Athletics Carnival.

Students from Kindergarten to Year 6 competed in track and field events. The day was a huge success. The AACAP provided a barbeque lunch for students, staff and spectators.

Students then travelled to Bonshaw to participate in the Macintyre Small Schools carnival. From there nine students qualified to participated in the Zone Heferen Shield in Moree.

Premier's Sporting Challenge

The Premier's Sporting Challenge is a program run every year in conjunction with the NSW Government and the Department of Education and Communities. It is a ten week program where staff and students throughout NSW register and participate in extra physical activities at home or at school.

Our students were registered in the program which ran throughout Term 3 and 4. The extra activities could have included activities such as our sport lessons, exercising, walking and riding bikes. Participation in the activities was recorded and entered in the programs computer system.

NSW Country Rugby League

Craig and Peter from NSW Country Rugby League Development Squad visited Toomelah Public School during Term 1. Craig, the Community Engagement Sports Officer, travelled to TPS every Friday for four weeks to run a development program where our students were taught various league's skills and games. At the end of the last session, Craig presented every student with a league t-shirt. Mrs Conroy was presented with a Parramatta Guernsey for organising the sessions. The guernseys were donated by the Mounties RLFC from Mount Pritchard. They play in the Parramatta junior league and have teams in the ISP state cup and Ron Massey cup. They are a pathway for junior rugby league players along with fielding female teams and are always quick to put their hand up to help with donations for clubs and schools in remote areas.

Queensland Rugby

During Term 4 we were very fortunate to have Dan and Kim from Queensland Rugby and Mitch from Downes Rugby visit us to deliver the Rugby AU's Deadly 7s Program. Our students had a great time learning new games and skills. Cherise, Jeffrey and Mrs Conroy were interviewed by Dan and the film crew. Dan then presented our school with a signed Wallabies guernsey.

In conclusion I feel that it is important to reiterate that every time our students from Toomelah Public School attends ANY sporting event, staff and parents from surrounding schools always comment and congratulate us on our students positive and well-mannered behaviour. We are extremely proud of our students and Toomelah Public School.

Mrs Maree Conroy

Sports Coordinator

EARLY CHILDHOOD EDUCATION

Toomelah Public School delivered a high quality school preparation program (transition) for three to five year olds in 2017. This program is funded by the Prime Ministers and Cabinet Indigenous Advancement Strategy. The Early Childhood program includes transition to school three days a week and playgroup two days a week. The playgroup is delivered in conjunction with Care Goondiwindi and Drug Arm. All students who commenced school in 2018 had attended the 2017 transition program. This program has resulted in a significant improvement in school readiness evidenced by work samples.

BEFORE SCHOOL SPORT

Each morning Before School Sport is provided for all students. Students have one hour of sport before school and then have a shared breakfast. Parents and community are invited to breakfast.