

Tuggerawong Public School

Annual Report



2017



4097

Introduction

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

Grant McFarland

Principal

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Message from the Principal

The Annual School Report is a summary of the school's achievement in 2017 and provides information regarding the priorities for 2018.

Tuggerawong Public School is a place where students are valued as individuals and staff are committed to providing quality teaching and learning experiences to maximise student learning opportunities. These opportunities are evidenced by the wide range of activities offered each year. The school motto 'Participate with enthusiasm' is unmistakable and evident in all aspects of students schooling.

Since opening in 1957, Tuggerawong Public School boasts a long list of achievements in academics, technology, sport and extra-curricular activities. This year the school celebrated its 60th Anniversary which is a wonderful accolade. The 60th Anniversary celebrations that were held this year, including the 60th Anniversary Fair organised by the P&C, was strongly supported by the community and was a great opportunity to celebrate and embrace all things Tuggerawong.

I have enjoyed working closely with students, staff and parents to ensure the school continues to excel and Tuggerawong Public School's vision is achieved. A vision that clearly values the success of the past and acknowledges the challenges of the future. A vision that is shared by the whole school community.

I very much look forward to the coming years in leading this school community and ensuring the students of Tuggerawong Public School have the opportunity to engage in a world class educational experience that will allow them to develop the required skills, qualities and attributes that will stand them in good stead as they move into high school and then into their adult lives.

Grant McFarland

Principal

Message from the school community

This year has been another big year for the P&C. Our membership continues to grow and we have a great team of parent and community volunteers that continue to give up their time to support the school. I'd like to thank all the Tuggerawong School parents. Whether you have a role on the P&C, help at fundraising events or even just buying a raffle ticket it all goes towards the success of the P&C and the school.

In August we held our first School fair which coincided with our school's 60th Anniversary. It was a huge success and feedback from both parents and families of our students, as well as community members, was extremely positive. We expect that we will run the fair on a bi-annual basis.

In addition to the fair, the fund-raising team have done a fantastic job this year organising events such as the Mother's Day and Father's Day stalls, Easter and Christmas raffles, BBQs, Autism day, and of course our awesome carols night.

The canteen continues to provide our children with healthy options with the occasional special treat day such as Halloween specials. Uniform sales have again been strong for the school and we congratulate our school children on being proud to wear their school uniforms.

Tuggerawong OOSH is now an integral part of our school and its success is allowing us to do some impressive things for the school. The OOSH operated before and after school care and vacation care in the holidays.

Over the last two years the P&C have been saving the profits from the above areas to pay for a new school playground. The playground was designed by a group of year 6 students and incorporates equipment for the various stages in the school. Once finalised the P&C will have contributed approximately \$45,000.

Over the next 12 months we plan to complete the covered walkways in the school. Once finalised the students will be able to access all areas of the school undercover. Again, this will be a large project that will cost around \$90,000.

Our team will continue to support the school and the amazing teachers who dedicate so much time to the students. Meetings occur once a month on a Wednesday evening. Please see the school newsletter, Facebook and school website for dates and times. Everyone is welcome as we aim to support the school and each other.

Kate Simpson

P&C President

School background

School vision statement

To create, support and maintain a broad and challenging 21st Century learning environment, encompassing innovative techniques and modern technologies. To encourage student confidence and well-being through social, emotional, academic and physical development.

School context

Tuggerawong PS is committed to providing a quality learning environment that meets the diverse needs of our students. We are a community focussed school that encourages parental involvement. Our school motto, 'Participate with Enthusiasm' mirrors a school culture that promotes diverse activities including academic, sporting and cultural pursuits, particularly performing arts. The school is committed to utilising technology in learning and in the leadership and management processes within the school. There is a strong student welfare program in our school and a commitment to providing enrichment programs for Gifted & Talented students.

The school introduced major initiatives to improve student outcomes including L3 Language, Literacy and Learning and Focus on Reading.

Students are offered a large variety of extra-curricular programs in sport and performing arts.

The students are actively involved in school life through student leadership programs and the student representative council.

We value a positive and friendly school environment that relies on community partnerships and continued collaboration with local community groups. The school has a tradition in supporting environmental programs.

The school receives funding for equity programs under the new Resource Allocation Model (RAM). With this funding major initiatives focusing on improving literacy and numeracy outcomes have been implemented. These include Reading Recovery, Targeted Early Numeracy Strategy, and targeted initiatives such as Focus on Reading, Language, Literacy and Learning (L3). As a result of this extensive professional learning staff are implementing the latest strategies and initiatives in teaching and learning programs.

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 external validation journey and results of this process are as follows:

On 31 October 2017 Tuggerawong Public School participated in External Validation (EV). In preparation for EV, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence. The sets of evidence linked strongly to the 2015–2017 School Plan. The school's self-assessment journey commenced earlier in the year with all teaching staff engaging with the School Excellence Framework (SEF) to establish where they felt the school was across the 3 Domains of Learning, Teaching and Leading. This was a process previously done with the executive team. From here, the EV team met with a PSL to discuss the EV process, the statements of excellence and identify sources of evidence that could be used for a variety of the elements. A similar self-assessment process was undertaken with teaching staff working collaboratively to look at the statement of excellence for each element and identify what practices align with what element. Staff then worked in small groups to identify evidence and possible people who could collate this for the EV team. The school executive team compiled the evidence sets, analysed all data presented and made the final self-assessment judgement. Throughout the EV process a PSL was available to offer support and advice.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: The elements of Learning Culture, Wellbeing and Curriculum and Learning were assessed as Sustaining and Growing and Assessment and Reporting and Student Performance Measures were assessed as Delivering. Tuggerawong Public School is committed to implementing and delivering quality teaching and learning programs that cater for the individual students in their care. Well developed and current policies, programs and processes identify, address and monitor student learning needs. For students requiring additional support the school has in place programs and interventions such as SLSOs, LaST, MULTILIT, GATs, Reading Recovery, PLSPs, PLPs and parent helpers to ensure the individual needs of students are met. The recently implemented Positive Behaviour for Learning Framework has ensured a whole-school consistent approach to wellbeing that has clearly defined behavioural expectations that has enhanced a positive teaching and learning environment where students feel valued and safe. The school has effective transition programs to support those students entering school in Kindergarten and those transitioning to high school. Strong links with other schools and organisations, along with collecting valuable data through various ways including parent surveys, ensures these programs continue to strengthen and diversify. Teachers involve parents in the learning journey and understand the importance of parents taking an active interest in their child/ren's education. There is a high level of parent and community involvement at our school. Areas for further development include the school to develop more rigorous processes to collect and analyse student performance data and allow students to take ownership of their own learning.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: The elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards have been assessed as Sustaining and Growing. At Tuggerawong Public School we are committed to delivering quality teaching and learning programs. A large percentage of teacher professional learning is centred around literacy and numeracy and implementing research based programs and pedagogy including FoR, TEN, L3 and Building Blocks. All professional learning is directly linked to the school plan and individual PDP's. Teachers work collaboratively to achieve school and stage targets and work beyond their classroom on a regular basis. Staff are engaged in and exposed to peer observations, mentoring, coaching, consistent teacher judgement and data analysis which assist with building teacher capacity and positively impact on student outcomes. Leadership opportunities are not restricted to executive members of staff with a number of classroom teachers working beyond their classroom to implement quality programs across the school and in some instances across communities of schools. Experienced members of staff support and mentor beginning teachers and those seeking accreditation. The school has developed processes to collect, analyse and report on student and school performance data.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: The elements of Leadership and School Resources have been assessed as Sustaining and Growing along with School Planning, Implementation and Reporting and Management Practices and Processes. At Tuggerawong Public School there are management systems, structures and processes in place to ensure that the school continues to improve. There are increasing opportunities for all stakeholders to provide constructive feedback on school practices and procedures, however this still remains a focus for the future. Leadership development is central to school capacity building and staff have purposeful leadership roles based on professional expertise. The school's financial and physical resources are maintained which ensures the school is working towards and achieving the intended outcomes of the School Plan and Premier's Targets. Having all staff members linked to a strategic direction of the school plan and actively engaged in the Milestones has allowed all staff to take ownership of this document. This has enabled all staff to become familiar with this document and ensure it is not limited only to executive staff members. Further embedding this practice will put the school in good stead as it moves into the next planning phase. During this time all stakeholders will take an active role in writing the 2018–2020 School Plan including the school's vision and strategic directions. The school is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child.

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/self-evidence-guide>

Strategic Direction 1

Learning, Innovation and Engagement

Purpose

To equip all students with the literacy and numeracy skills that will allow them to develop into engaged life-long learners and productive contributors to society in the 21st century by engaging in quality learning activities that encourage the application of critical thinking skills.

Overall summary of progress

Students in Years 3–6 engaged with Focus on Reading meta-cognitive strategies to improve comprehension, reading and vocabulary. Assistant Principals worked collaboratively to develop a writing program that is reflective of school needs from SMART analysis. All K–2 students participated in a sequential and explicit skill based L3 Literacy program differentiated to meet the needs of all individuals.

K–2 teachers consolidated their knowledge of L3 after completing their OPL year in 2016. Students align their learning goals to the continuum and are involved in the self-evaluation process. Targeted students showed improvement on continuum's as evidenced in pre and post data.

Personalised Learning Support Plans (PLSPs) developed for identified students and Nationally Consistent Collection of Data has successfully been completed.

All teachers planned for and used technology such as iPads and laptops in the learning experience. Enrichment groups incorporated project based learning activities and coding. The school has continued to upgrade out of date technology including computers and laptops.

The newly implemented Positive Behaviour for Learning (PBL) celebrated positive behaviour achievements throughout the year.

Student attendance has been closely monitored throughout the year and resources such as the Home School Liaison Officer has been utilised where appropriate

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of all students achieving markers at or above grade appropriate clusters on the Literacy continuum in reading, comprehension and writing to 85% or more.	\$40,000	Achieved our target of 85% of students achieving grade appropriate markers in Literacy.
NAPLAN data shows an increase in expected growth in reading, writing and numeracy when measured as an average over each three year period.	\$3,500	Year 3 students showed positive growth in the areas of reading, writing and numeracy. This was the same for Year 5 students except for writing where there was a slight decline in student results compared to previous years. It is apparent current practice, strategies and programs are having a positive impact on our students. Further dedication, professional learning and collaboration within our school and abroad will continue to strengthen student results.
HSLO attendance reports at or above state average.	\$1,000	Attendance reports throughout the year have been at or above state averages in most student cohorts. As a whole school we are just slightly below the state average.
Tracking student engagement through the school licence	\$3,500	This year Tuggerawong Public School became a Positive Behaviour for Learning (PBL) school which

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
system		has meant the previous school licence system has been adjusted to suit. Next year we will have quantifiable data to see the positive effect of PBL at Tuggerawong Public School.

Next Steps

The school will continue to undertake and implement research based programs such as L3, Building Blocks and TEN strategies. The school will also implement a whole school spelling program to create consistency across all classes. As a school, we will continue on the Focus on Reading journey in 2018 implementing Phase 2 of this program and utilising the Super Six strategies. Time will be allocated to enable staff to undertake peer observations to support the implementation of these programs and assist with building capacity in all staff. The school has opted to trial the Literacy and Numeracy Learning Progressions which will become mandatory in 2019. As K-2 staff have completed their OPL year in L3 we will continue to implement this program at a school level and have a member of staff trained as a facilitator to ensure the effective implementation of this program. New staff on K-2 will also undertake training in L3. Our executive undertook a formal review of our SMART data in writing which highlighted three main areas of focus. This information has been used to develop a writing program that commenced in 2017 and will continue to be a focus in 2018. An executive member of staff will be utilised as a curriculum advisor to oversee current programs, assist with teacher professional development, analyse data and play a key role in future directions of the school.



Strategic Direction 2

Quality Leadership, Teaching and Systems

Purpose

Build the capacity of all teachers and leaders to implement a curriculum that is rigorous, flexible and engaging to meet the needs of students in a modern 21st century setting. Teachers and leaders engage in individualised, team and shared professional learning to enhance all students' learning through explicit quality teaching practices and the implementation of the National Standards. All teachers are encouraged and enabled to seek opportunities for leadership at all levels.

Overall summary of progress

In 2017 staff successfully completed the performance and development process (PDP). This process supported all teaching staff and assisted with the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. All aspects of the PDP process was successfully completed including observations, self assessment and the annual review.

The school successfully utilised beginning teacher funding to support beginning teachers related to performance and development including their professional development and achievement of accreditation at the level of Proficient Teacher.

In 2017, Tuggerawong Public School successfully implemented Positive Behaviour for Learning (PBL). A team was created which displayed exemplary leadership to ensure effective implementation of PBL. This included developing lessons to explicitly teach the three core values Respectful, Responsible and Personal Best. Systems have also been developed to monitor and track student progress.

K–2 teachers undertook Teacher Professional Learning (TPL) throughout the year on research based programs including Language, Literacy and Learning (L3). Staff also participated in Focus on Reading (Phase 2) which enabled quality reading practices to be embedded K–6. PLAN data was successfully reviewed to support teaching and learning programs. Executive undertook a rigorous NAPLAN writing analysis which identified strengths, concerns, trends and strategies to support improvements in writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff professional growth plans reflect teaching standards and map a path for continual improvement.	\$3,000	All aspects of the PDP process, including goal setting, observations and the annual review were successfully completed by all teaching staff.
Effective management of school administrative, financial and resourcing involving a distributed leadership model.	\$60,000	The school has implemented structures, roles and responsibilities to ensure the effective management of administrative and financial resources and systems.

Next Steps

In 2018 the school will continue with the PDP process for all staff, including non teaching staff such as SASS. All teaching staff will be exposed to the accreditation process and those teachers pre 2004 will be accredited at Proficient level. These teachers will be required to log 100 hours of professional learning over a 5 or 7 year period depending on their employment status and whether they work full time or part time.

Next year executive and SASS staff will continue to familiarise their knowledge of LMBR and undertake training in components such as the eFPT tool.

All staff will align themselves with a strategic direction team where they will be responsible for implementing key initiatives throughout the school year and formulating appropriate budgets to ensure these initiatives are implemented effectively.

Strategic Direction 3

Inclusive, Connected Communities

Purpose

Create an inclusive learning environment that engages all members of our community in authentic learning experiences that cater for the entire well-being of the child by building meaningful partnerships with parents, carers and the wider community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

In 2017 a variety of community events were offered and were well participated by our community including Harmony Day, Education Week, Easter Hat Parade, School Concert and Carols Night. The school's 60th Anniversary celebrations including the P&C 60th Anniversary Fair was an exceptional event that was well received by the school and wider community. Authentic and meaningful opportunities for our community to engage in school life occurred throughout 2017.

A variety of cultural activities were offered throughout the year and a Student Learning Support Officer (SLSO) was employed to work with our Aboriginal and Torres Strait Islander (ATSI) students. Our ATSI students all had a Personalised Learning Plan (PLP) which was completed in consultation with the family. ATSI students performed at Ngara Assembly of Excellence and led NAIDOC Week activities.

Parents, carers and the wider community were involved in numerous occasions throughout the year assisting in classrooms, special days, parent teacher interviews and other initiatives. At the end of the year our school performed for the local age care facility which brought great joy to both our students and the residents of this facility.

The school ensured a thorough transition process for both the new Kindergarten students for 2018 and our Year 6 students to high school. These transition processes are reviewed annually through way of parent surveys and staff input to ensure we continue to improve on these processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys reflect an increase in their contribution to school life.	\$500	Maintained and strengthened links with the community. From the parent survey in 2017, it is clear that those parents who responded value the school and the dedication of the staff. It is pleasing to note we were above the state in the majority of aspects surveyed.
Increase the unique hits and contributions on the school Facebook and school website.	\$500	The number of people utilising communication tools such as Facebook and the school website has increased throughout 2017.
Increased numbers of parents actively working as learning partners in classrooms.	\$500	There has been an increase in parent volunteers working in classrooms this year including during literacy and numeracy groups.
Increased numbers of parents contributing to school direction forums.	\$500	59 parents participated in the Tell Them From Me Parent Survey for 2017. This valuable data will be used to reflect on current practice and assist with future school directions.

Next Steps

Offer parent workshops on a variety of areas including Literacy and Numeracy with stage based focus and other workshops based around resilience and student wellbeing. Look at training parents in programs such as Multitilt to further utilise their skills in the classroom.

Coordinate LMG initiatives to strengthen partnerships and offer increased opportunities in GATs and other extra curricular activities.

Plan and coordinate special events throughout 2018 and strengthen ties with the AECG and Aboriginal community through providing exemplary programs in implementing Personalised Learning Plans for all ATSI students.

Implement the Tell Them From Me Survey in 2018 for students, staff and parents.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,427	<p>All ATSI students have a Personalised Learning Plan (PLP) that was designed in consultation with the individual and their family.</p> <p>An Aboriginal community member employed to undertake a cultural program once a week for all ATSI students. At the end of the year all ATSI students performed at the Ngara Assembly of Excellence. ATSI students were also involved in various culture experiences throughout the year and coordinated our NAIDOC Day.</p> <p>Additional SLSOs employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from the Literacy and Numeracy Continuums.</p>
Low level adjustment for disability	\$90,000	<p>Staff member leading and overseeing NCCD was successfully completed.</p> <p>Strengthening of Learning Support Team (LST) practices and tracking which had a positive impact on the students referred through this process. Additional release time allocated to the LST Coordinator to ensure tasks like Access Request were accurately completed.</p> <p>Increase in LaST hours to support targeted students in a variety of ways including academically, socially and emotionally.</p>
Quality Teaching, Successful Students (QTSS)	\$18,994	<p>Executive staff released off class once a week to fulfil their work commitments and to develop resources for their stages and undertake peer observations.</p>
Socio-economic background	\$40,000	<p>Staff completing training in specific programs such as TEN, FoR and L3 and staff released to undertake classroom observations linked to these programs.</p> <p>Staff members collaborating on School Plan (Milestones) and implementing programs accordingly.</p> <p>Community activities and forums encouraging parent participation at all school levels.</p>
Support for beginning teachers	\$6,725	<p>Beginning teachers worked with a mentor to develop programming and reporting expertise. Beginning teachers participated in lesson observations which improved their teaching practice. They were also allocated extra release time on a regular basis and engaged in professional learning external of the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	109	113	126	122
Girls	109	107	115	125

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	95.7	95.1	94.1
1	94.7	93.6	93.9	93.6
2	94.5	93.3	92.2	94.4
3	93.8	94.6	93.3	92.8
4	94.9	93.4	90.7	92.7
5	93.2	95.2	90.9	90.6
6	95	92.6	93.4	92.6
All Years	94.4	94.1	93	93
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

Regular attendance at school is essential to assist students to maximise their potential. Tuggerawong Public School, in partnership with parents, are responsible for promoting the regular attendance of students. As a school we encourage regular attendance and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school has effective measures in place to monitor and follow up student absences. All reasonable measures are taken to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made. Tuggerawong PS ensures that attendance records are maintained and are an accurate record of the attendance of students. Students with

attendance concerns are discussed with the Learning Support Team and a parent meeting is undertaken. If required, external support is obtained including the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.01
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Tuggerawong Public School has two Aboriginal staff members. One is a classroom teacher and the other a School Learning Support Officer (SLSO). Tuggerawong Public School enjoys a close relationship with our local Aboriginal Education Consultative Group.

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

Significant amounts of professional learning were undertaken by Tuggerawong Public School in 2017. As well as completing the mandatory training elements

required by the Department of Education our staff have focused their professional learning on evidenced based programs including Language, Learning and Literacy (L3), Focus on Reading, Targeted Early Numeracy and the Professional Development Framework. Professional Learning in relation to these programs occurred on school development days and additional weekly sessions which were attended by all teaching staff.

In 2017, Tuggerawong Public School had 6 teachers maintaining accreditation at the Proficient Level. As these teachers are in their maintenance cycle they continued to log their professional learning to reach the required 100 hours of professional learning. In addition to this the school also had 4 teachers in 2017 complete their evidence portfolio to become accredited at the Proficient Level. This brings the total of accredited staff to 10 at the Proficient level for 2017. Currently there is also one staff member in the process of gaining accreditation at the Lead Level of the Australian Professional Standards for Teachers.

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	322,654
Revenue	2,374,367
Appropriation	2,278,414
Sale of Goods and Services	0
Grants and Contributions	93,029
Gain and Loss	0
Other Revenue	0
Investment Income	2,924
Expenses	-2,177,263
Recurrent Expenses	-2,177,263
Employee Related	-1,930,477
Operating Expenses	-246,785
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	197,104
Balance Carried Forward	519,758

Surplus funds not expended from previous years will be allocated over the next 3 year planning cycle in a variety of ways including:

- Further development of evidence based teaching and learning programs
- Creating future focused learning environments
- Instructional Leader / Curriculum advisors to support teachers
- Increase Learning and Support Teacher allocation to ensure all students are catered for and can access the curriculum
- Upgrading of facilities and amenities include digital technology and air conditioners

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	1,762,965
Base Per Capita	36,831
Base Location	0
Other Base	1,726,134
Equity Total	282,240
Equity Aboriginal	8,427
Equity Socio economic	156,926
Equity Language	0
Equity Disability	116,887
Targeted Total	124,515
Other Total	64,038
Grand Total	2,233,759

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.

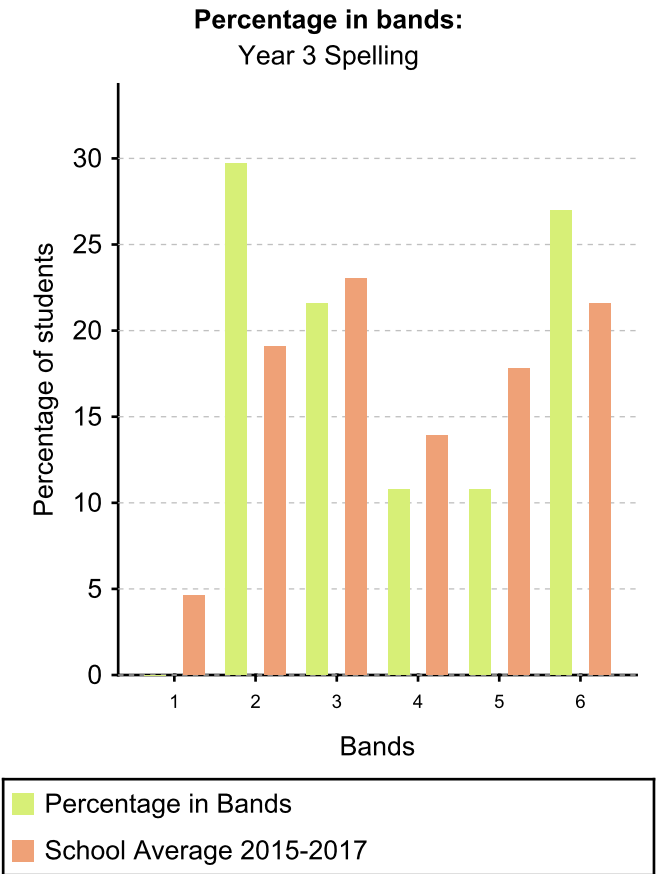
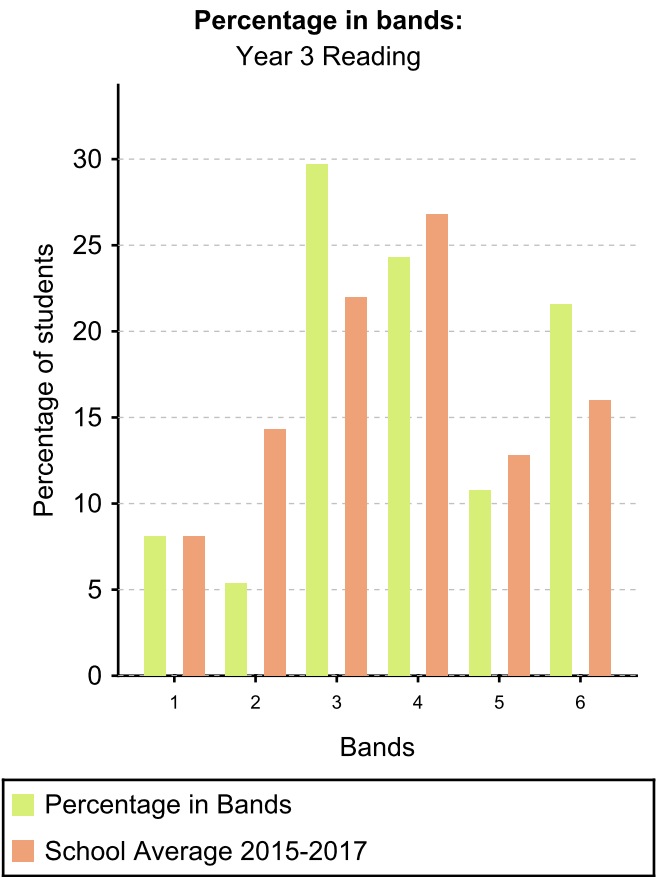
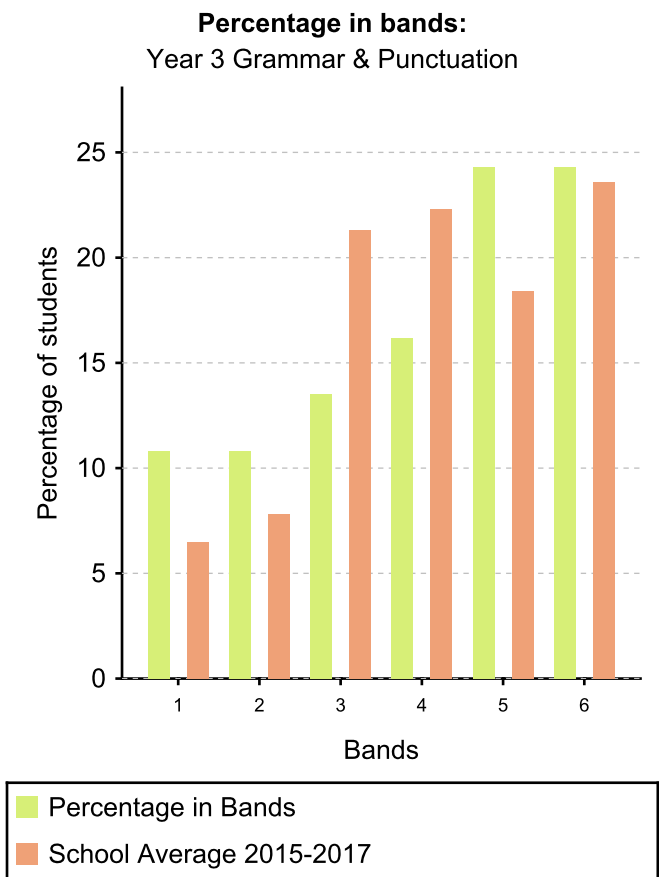
School performance

NAPLAN

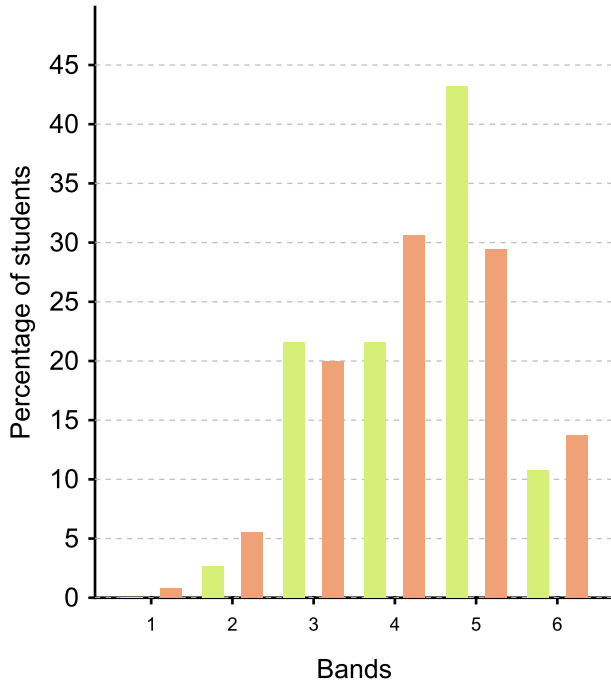
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Overall our school made great gains in NAPLAN for 2017. It is clear the initiatives that are being implemented such as Focus on Reading, Targeted Early Numeracy, Language, Learning and Literacy (L3) are greatly benefiting our students. As a school overall we have made positive gains in 13 of the 14 areas assessed in NAPLAN for both Year 3 and Year 5 combined. Significant gains were made for Year 3 and 5 in the aspect of reading and in Year 3 writing we were above the state average for all schools.

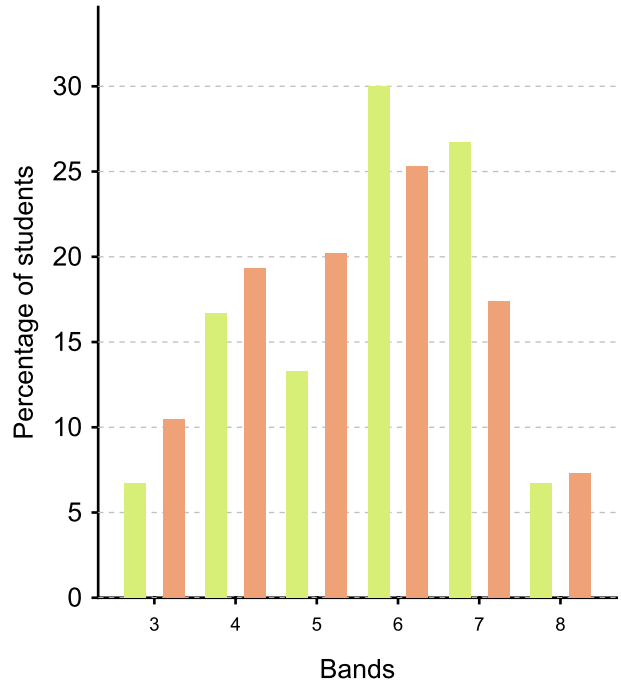
In 2018 staff will engage in a range of professional learning including an analysis of our 2017 NAPLAN results and implement key initiatives and programs to improve the school's results in the area of Literacy for 2018.



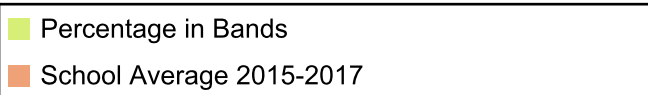
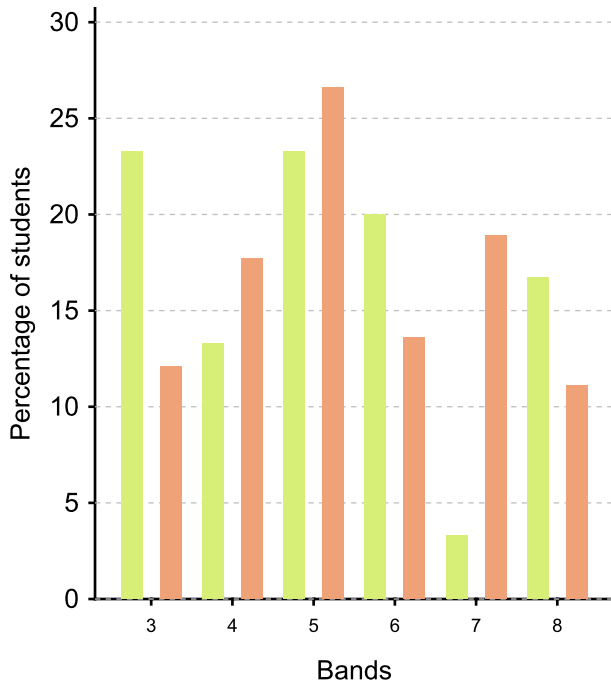
Percentage in bands:
Year 3 Writing



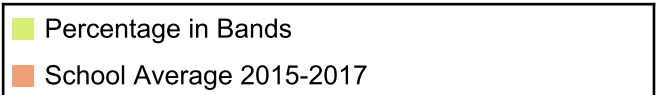
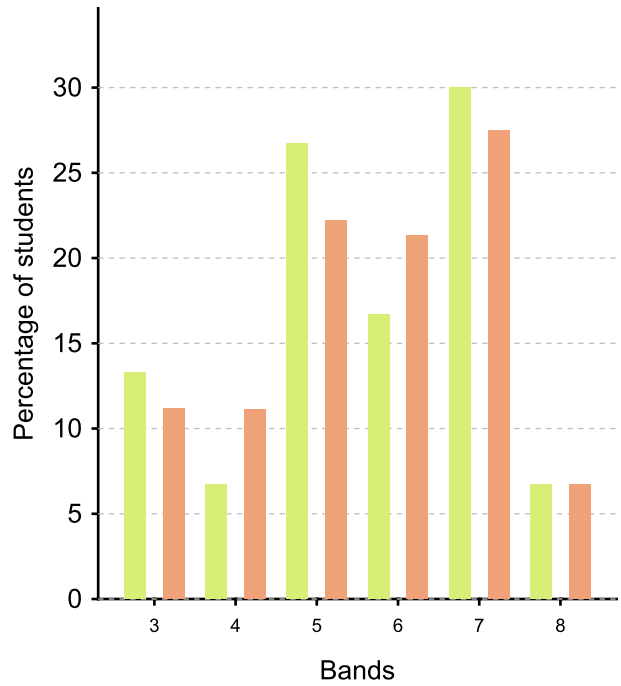
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Grammar & Punctuation

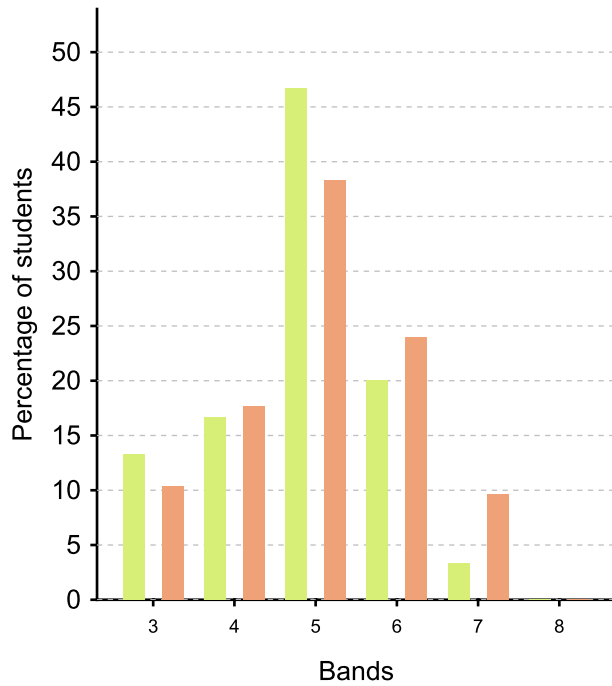


Percentage in bands:
Year 5 Spelling



Percentage in bands:

Year 5 Writing

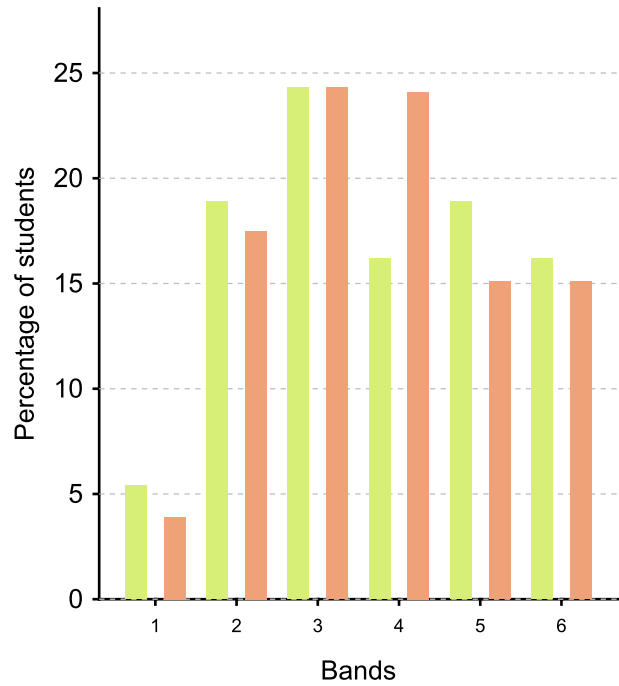


Percentage in Bands
School Average 2015-2017

The percentage of Year 3 and Year 5 students in the top two bands for Numeracy in 2017 compared with the data from 2016 has shown positive growth. There were strong gains in a number of Numeracy areas in both Year 3 and Year 5. Again to further improve these results staff have and will engage in a range of professional learning including an analysis of our 2017 NAPLAN results and implemented key initiatives and programs to further improve the school's results in the area of Numeracy for 2018.

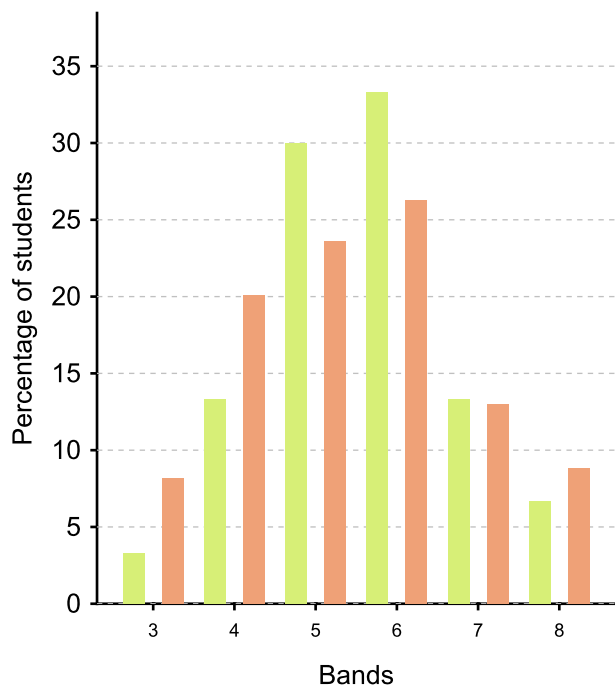
Percentage in bands:

Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Information related to this are detailed below.

The large majority of parents see the Positive Behaviour for Learning (PBL) values of Respectful, Responsible and Personal Best being supportive as characterising the type of environment they would like their child to experience at Tuggerawong. The P&C endorsed the schools new Student Wellbeing Policy and had input into this document. As PBL was fully implemented in 2017 we have sought feedback from staff, students and parents on how we can further improve PBL at TPS. This feedback will be used to further develop key documents such as the Student Wellbeing Program and assist with streamlining certain aspects such as referrals and the required number of Totos to be collected for key rewards and milestones.

The 2017 Tell Them From Me parent survey was conducted at the end of 2017 and was completed by 56 parents / families. In 2017, 26 more parents participated in this survey than the previous year. Parents expressed a strong satisfaction with the school. Some of the parent responses are as follows:

- 87% feel welcome when they visit the school

- 86% can easily speak with their child's teacher
- 92% can easily speak to the principal
- 80% feel teachers have high expectations for their child to succeed
- 86% believe their child is encouraged to do their best
- 83% believe school staff take an active role in making sure all students are included in school activities
- 68% felt parent activities are scheduled at times when they can attend
- 70% of parents are informed about their child's social and emotional development.

The 2017 Tell Them From Me staff survey was conducted at the end of 2017. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and pedagogies such as TEN, FoR and L3. Some of the teacher responses are as follows:

- 97% establish clear expectations for classroom behaviour
- 88% are in regular contact with the parents of students with special learning needs
- 97% set high expectations for student learning
- 98% use results from formal assessment tasks to inform their lesson planning
- 90% feel assessments help them understand where students are having difficulty
- 92% discuss learning problems of particular students with other teachers
- 78% believe school leaders have provided guidance for monitoring student progress
- 68% believe School leaders have helped them improve their teaching.

The 2017 Tell Them From Me student survey was conducted at the end of 2017. Some of the student responses are as follows:

- 92% believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 84% feel they have friends at school they can trust and who encourage them to make positive choices
- 88% do not get in trouble at school for disruptive or inappropriate behaviour
- 85% try hard to succeed in their learning
- 83% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- 68% are interested and motivated in their learning
- 35% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet.

The Tell Them From Me surveys have provided valuable feedback to the school on current programs and practices. These results will be used to further improve the school and have identified areas requiring further development and attention. The positive results (and there are many) have been celebrated by school staff and the wider community.

Policy requirements

Aboriginal education

Tuggerawong Public School values the knowledge and customs of the traditional custodians of Australia. Embedded within class programs are Aboriginal perspectives across all Key Learning Areas. In 2017 Tuggerawong Public School received Aboriginal background funding which was utilised in a variety of ways as seen below:

- Employed an Aboriginal education worker (SLSO) to support students on a weekly basis in a range of academic and cultural activities both inside and outside the classroom.
- The school celebrated NAIDOC Week which was led by our Aboriginal and Torres Strait Islander students. All students were involved in a range of learning activities.
- Aboriginal students had the opportunity to attend cultural excursions and incursions and performed with neighbouring schools at the Ngara Assembly of Excellence.
- All Aboriginal students had a Personalised Learning Plan (PLP) that was developed in partnership between the home and school targeting areas for further improvement in literacy and numeracy and personal areas of interest.
- Some of our Aboriginal students worked individually or in small groups with Learning and Support Teachers in a range of areas such as Reading Recovery, social groups and Multilit.

The range of strategies and resources being offered to our Aboriginal students has supported their learning and all students made improvements in the areas of numeracy and literacy. Some of our older students expressed that they felt more connected to their country and had an increase in self esteem and self confidence.

Multicultural and anti-racism education

In line with the National Curriculum, Tuggerawong Public School has continued to review its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded.

In 2017 the school celebrated Harmony Day which involved all students in a range of activities that linked to this years theme. Days and activities such as these assist with promoting tolerance, respect and the importance of cultural diversity.

The anti-racism contact officer (ARCO) was utilised in 2017 to promote cultural diversity. In 2017 all staff undertook Teacher Professional Learning on the referral process to the ARCO.