

Tomaree Public School

Annual Report



2018



2723

Introduction

The Annual Report for **2018** is provided to the community of Tomaree 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.

Christene King

Principal

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School background

School vision statement

At Tomaree Public School we develop meaningful partnerships with students, staff and the school community to inspire the development of active and engaged lifelong learners.

School context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non – teaching principal, four assistant principals, 13 mainstream classroom teachers, 3 special education classes, a full time learning and support teacher, a full time Teacher Librarian and two support teachers who specialise in music, drama and art. We are heavily supported by a SAM, a SAO, a GA and a number of SLSOs who all work tirelessly to support our vision.

The school population of 352 includes 25 Aboriginal students, 38 students of Defence force families and a small number of students with language backgrounds other than English. Our population is transient and we have regular deployment of Defence families, so we have a mobility rate which is high. Tomaree Public School caters for a wide range of student needs and interests, including performing arts, sporting, cultural, leadership, environmental, enrichment and academic pursuits, ensuring our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement during the next three years.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school's on balanced judgement for – *Learning Culture, Wellbeing, Curriculum* and *Reporting* were recorded at Sustaining and Growing. For *Assessment* and *Student Performance Measures* the school's on balanced judgement was that of Delivering. The establishment of PBL and the subsequent training in classroom systems, has created a positive learning culture amongst students, parents and staff. The values of *Respect, Responsibility and Personal Best* have become the mantra at the school. In the Learning Support Team process, students with higher learning needs have been identified and their parents included in planning and supporting local decisions. Enrichment groups established across the school to promote the attainment of higher levels of achievement across specific areas in Literacy and Numeracy. Local Aboriginal programs continue to be implemented with assistance and advice from the Murrook Cultural Centre and Youyoong AECG.

In the domain of Teaching, the school's on balanced judgement for – *Effective classroom practice, Professional standards* and *Learning and development* were recorded at Sustaining and Growing. Staff members work collegially in relation to planning and teaching in whole school, stage and across stage teams. Teachers routinely and explicitly review previous content and explain the learning intention with students in each class. For *Data Skills and Use*, the school's on balanced judgement was that of Delivering.

In the domain of Learning the school's on balanced judgement for *Educational Leadership, School planning, implementation and reporting, School resources* and *Management practices and processes* were recorded at Sustaining and Growing. This is building a dynamic school learning culture. All staff are engaged in the collection of evidence and reporting of milestones and the impact against the School Excellence Framework.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learning – Thriving, succeeding, connecting and learning

Purpose

To promote a student centred learning environment that supports student progress and achievement, using data and reflective processes to inform practice in order to meet individual needs.

Overall summary of progress

The English and Mathematics scope and sequences have been developed and refined across the school. These documents have been developed to reflect the ongoing assessment, reporting and teaching and learning practices that have been established within the last few years across the school. Strong reflection on the teaching and learning cycle and evidence based practices have been a focal point. These programs and initiative include, Targeting Early Numeracy (TEN), Taking Off With Numeracy (TOWN), Language, Learning and Literacy (L3), Focus on Reading (FoR) and the Writing Initiative. All teachers across the school continue to use PLAN data and syllabus documents to drive their programming, assessment and reporting. Each student across the school has Literacy and Numeracy data reviewed and entered at the end of each term. These reviews completed by Stage Leader and program coordinators, enable decisions to be made on where students and staff support is needed. Professional learning on current programs, effective teaching strategies and authentic assessment continues to take place throughout each term. Student learning and support plans continue to be developed, reviewed and modified with all stakeholders to ensure that student needs are met across classroom and school settings. The Enrichment program across the school has continued to develop, and provides a range of opportunities to all year levels in various key learning areas for students to enhance and demonstrate their abilities and skills.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| At least 80% of students (including ATSI) demonstrate expected growth in Literacy and Numeracy. | Initiative Funding \$9 184 Additional funding \$ 5 000 | All students achieved growth in Literacy and Numeracy across the year. This was measured through SCOUT data on NAPLAN results and also through the constant monitoring of PLAN data. The state wide average for expected growth is considered 50%. In regards to students at TPS, the reported expected growth from Year 3 to 5 in the areas of Reading, Writing, Grammar and Punctuation and Numeracy were 71%, 64%, 67% and 61% respectively. Additionally SCOUT data on NAPLAN showed that ATSI expected growth from Year 3 to 5 in the Reading, Writing, Grammar and Punctuation and Numeracy were 75%, 65%, 63% and 63% respectively. |
| 100% of teaching and learning programs use data to differentiate and track student achievement. | Writing Initiative \$7 200 NAPLAN Analysis \$12 880 | All teachers are using student data to differentiate and track student performance through the implementation of the Literacy and Numeracy Continuums and the PLAN software. Each term staff enter data on students based on their ability to meet cluster markers. This data is then the basis for teacher programming in order to differentiate the syllabus content, the delivery of the content, the most effective assessment practices, instruction and student grouping. Teacher programs enable the differentiation to be viewed, implemented and tracked for flexible and fluid teaching and learning practices. SCOUT data analysis sessions from NAPLAN were instrumental in allowing the dissection of trends and highlighting areas of improvement. These sessions allowed for in-depth discussions |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| 100% of teaching and learning programs use data to differentiate and track student achievement. | | and planning to take place for future professional learning, in order to support Literacy and Numeracy. Support staff access PLAN and SCOUT data to inform directions of teaching and grouping of students to plan differentiated lessons to cater for student needs. |

Next Steps

Ongoing monitoring of student achievement throughout 2019 through the use of PLAN data, initiating the use of Learning Progression and the ALAN software to enter, track and analyse student achievement.

Professional learning on the current programs at the school, based on evidence and data driven practices.

SCOUT NAPLAN data analysis sessions.

The expansion of the Enrichment Program.

Student learning and support plans continue to be developed, reviewed and modified with all stakeholders to meet student needs across the classroom and school settings.

Strategic Direction 2

Teaching – Commitment, collaboration and reflection for continued improvement and excellence.

Purpose

To provide a stimulating and engaging learning environment based on best practice in wellbeing and quality teaching.

Overall summary of progress

In 2018, the Quality Teaching Framework was introduced and staff received targeted professional learning informed from the analysis of a school-designed reflection tool. Staff were involved in a range of collaborative discussion sessions focussing on Dimension 1 of the Framework.

Staff and students continue to use a shared language of expectations, with fortnightly lesson packages focused on targeted behaviour determined by regular data analysis. Data analysis also allowed the school to ensure that proactive measures were in place to support positive behaviour through the establishment of specific playground programs.

After professional learning sessions on wellbeing, staff plotted the school against the Wellbeing Framework, providing data for future development and focus areas in 2019.

All teaching and non-teaching staff were able to identify relevant areas for professional development through the establishment and regular reflection of their PDP. Collaborative discussions supported staff through this process.

QTSS process were established and implemented throughout the year.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| All teachers demonstrate a high level of quality teaching practice. | Planning Days \$22 600 | Staff are beginning to have a shared understanding of the QTF. They have been involved in the Writing Initiative, designed to upskill staff in the teaching of writing. All staff are involved in PBL, promoting a consistent approach to school expectations. Staff have been involved in development of a shared understanding of the Wellbeing Framework and in determining future focus areas for development. QTSS has provided staff with an opportunity to give and receive feedback in order to improve practice. |
| Student engagement is improved by 20%. | SLSO Support \$10 000 | TTFM survey indicated improvements in many areas, including expectations for success, effective learning and teaching, improvements in positive teacher/student relationships, positive learning climate, relevance and rigour. Targeted LaST and SLSO support has been based on data driven analysis in order to ensure effective and relevant intervention programs. |
| Decrease behavioural incidents by 20%. | Classroom systems training \$2 575 PBL data analysis/lesson preparation \$6 180 | PBL data analysis indicated decreases in significant behaviours. Consistent reporting of behaviour through the introduced system (mid 2018) has impacted this data. |

Next Steps

Continuation of professional learning around the QTF with a focus on Dimension 2. Targeted staff involved in Quality Teaching Rounds research project.

Revision of the policy, processes and practices of the Learning Support Team to ensure continued best practice in support of students and staff.

Introduction of PBL Classroom systems to ensure consistency of behavioural expectations in all school settings. Lesson focus to continued to be determined through data analysis and focus on fortnightly blocks of lessons on the targeted behaviour.

Continuation of QTSS practices, with a focus on collegial discussions and support on school priorities.

Continuation of the PDP process for all staff, with a focus on collegial observations and feedback.

Strategic Direction 3

Leading – Effective and sustained communication and connections

Purpose

To develop a school wide culture which maximises leadership opportunities, engagement and family partnerships to support student success.

Overall summary of progress

2018 has seen a significant increase in parent and community engagement in school based activities and initiatives. Analysis of overall communication methods and modification to processes has resulted in an increase in effective two-way communication systems. Staff and students have been provided with an increased level of authentic leadership opportunities across the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|------------------------------------|--|
| Increase in parent/community engagement in school based activities and initiatives. | Cultural program and PL \$9 400 | <p>Relationships with Murrook, AECG and local elders have been strengthened. Staff were trained in Connecting with Country and Elders visited the school for initiatives such as Write it Right.</p> <p>A volunteer survey identified different ways that parents and carers can participate in school activities. The survey was collated and a database was constructed so that volunteers with different things to contribute can be found and contacted. An increase in volunteers was observed in the Volunteer Reading Program.</p> <p>553 paying guests attended the school K–6 performance. 90 attended the 'Bloke's BBQ'.</p> |
| Increase effective two way communication systems by 20%. | \$1 000 | <p>Parent information sessions were held at the beginning of Term 1 once classes established.</p> <p>After a concerted effort by teachers, 93% of parents and carers are using Class Dojo. Teachers are posting classroom happenings regularly and many school notes and messages are broadcast to all parents registered. Quality links have been established with the 'Port Stephens Examiner' resulting in increased coverage in the newspaper (averaging one appearance each month).</p> <p>256 of our students were represented at Student Led Conferences. 96% of survey comments following these conferences were positive.</p> |
| Staff and students demonstrate an increased level of authentic leadership across the school. | Professional Learning \$15 000 | <p>Procedures for writing and maintaining PDPs were discussed by executive and more consistency across the school has resulted. Staff undertook a wide variety of over 50 roles and responsibilities, relieved in higher positions and coordinated initiatives and programs such as The Writing Initiative, PBL, Inquiry Based Learning, TOWN, QTF, Strategic Direction Teams and Learning Progressions Teams. There were also opportunities to relieve in higher positions with school executive accessing leave.</p> |

Next Steps

In 2019, re-evaluation of last year's Strategic Direction 3 will occur. Use of Dojo will be reassessed and modified as necessary. Our relationship with 'The Examiner' will continue and more useful links with 'News of the Bay' will be investigated. The session times for Parent Information Evenings will be discussed and modified if necessary, with consideration of attendance numbers and feedback. Connecting to Country will be offered to more staff and links with Murrook will be continued and strengthened. Existing initiatives to bring parents and carers into the school will continue. The P & C will take on the maintenance of the Volunteer Database. More teacher presentations at P & C meetings will be encouraged. Staff will continue to have opportunities to take on leadership opportunities, mentoring and extra responsibilities.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|--|
| Aboriginal background loading | \$19 417 | <p>ATSI students have shown growth in their Literacy and Numeracy results across the year from the SLSO support structures and personalised learning goals that have been established for every ATSI student. The development and constant review of student goals using the MGoal software has been effective in encouraging student ownership and self regulation to improve their learning. The software and allocated time allowed student goals to be modified and reviewed throughout the year on the website. The 'Write it Right' program has been an inclusive program and promoted student awareness of their personal and ATSI heritage. This was gauged based on student engagement levels as well as their ability to present their oral presentations to class members at the end of every term with an increase awareness of their culture and identity.</p> <p>SLSO support, the collection and tracking of PLAN data in Literacy and Numeracy to determine future focus areas were important drivers for the improvement of Aboriginal and Torres Strait Islander students.</p> |
| English language proficiency | \$3 230 | A temporary teacher was employed to assist with developing appropriate resources and provide teaching/learning opportunities to support EAL/D students. |
| Low level adjustment for disability | \$132 892 | <p>Staff have utilised the school support resources to support student learning needs. PL was delivered on a variety of student wellbeing topics to further develop staff knowledge and practice. Regular referrals were made to the LST to ensure student learning needs were addressed. APLAST and school counsellor referrals, observations and consultations have supported both staff and students. Collaborative plotting of the school on the Wellbeing Framework has provided relevant information on future directions for wellbeing within the school. A review of the LST processes and practices will occur in 2019 to ensure best practice of this service delivery model.</p> <p>LAST and SLSO support was regularly reviewed and modified to ensure effective support of students. PLAN and assessment data was used to identify students and learning goals, and was regularly updated to ensure continued effective and relevant support.</p> <p>Profiles, plans and IEPs were regularly reviewed to ensure relevancy of goals. Staff were supported to review all plans on a 5 week basis and modify when necessary. All health care and behaviour management plans were updated and regularly reviewed to ensure changes to management were embedded into the appropriate documents</p> |

| | | |
|---|-----------|---|
| Low level adjustment for disability | \$132 892 | and classroom practices to ensure consistency of management. |
| Quality Teaching, Successful Students (QTSS) | \$71 422 | <p>Quality Teaching Successful Student funding was used to allow Assistant Principals and classroom teachers time to collaborate, observe, and provide feedback in order to improve teaching practice and student outcomes.</p> <p>Lead trainers worked on the 4 major Literacy and Numeracy programs of L3, FoR, TEN and TOWN with staff to ensure consistency of approach, teaching methods and assessment criteria.</p> |
| Socio-economic background | \$77 301 | <p>Technology including equipment, software, on-line resources, and programs were purchased to ensure consistency throughout the school and to assist with student engagement, collaboration and new learning opportunities.</p> <p>Teachers were able to work collaboratively in Stage Planning time in order to ensure consistent teacher judgement (CTJ) when planning, assessing and reviewing student learning needs.</p> <p>Staff professional learning was a continued focus to improve collegial discussion, work practices, staff confidence and capacity.</p> <p>Improved data management and analysis has enabled a clearer direction for stages based on student achievement and needs.</p> |
| Support for beginning teachers | \$10 134 | Support provided through professional learning , in class demonstration lessons, and opportunities for visiting other classrooms, as well as quality feedback on teaching performance. A small amount of funds were held for the teacher to use in 2019. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 210 | 194 | 183 | 179 |
| Girls | 205 | 205 | 176 | 173 |

Student enrolments have remained reasonably stable this year. There remains a moderate level of transient enrolments in the school due to the mobility rates within the Defence Force. There was a slight increase in enrolments at the end of the year into Stage 3, as students start the transition programs to high school. Projections for student enrolment in 2019 are expected to be similar as for 2018.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.1 | 96.4 | 95.7 | 92.8 |
| 1 | 91.5 | 96 | 95.3 | 93.2 |
| 2 | 92.9 | 93.2 | 94.1 | 94 |
| 3 | 94.1 | 93 | 93.5 | 92.8 |
| 4 | 94.3 | 92.5 | 93.7 | 92.5 |
| 5 | 92.5 | 93.8 | 92.5 | 92.6 |
| 6 | 93 | 92.1 | 93.4 | 92.1 |
| All Years | 93.3 | 93.6 | 93.8 | 92.8 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

Student attendance is carefully monitored throughout the year as per Department of Education guidelines and Policy. The school works closely with the Home School Liaison Officer (HSLO) in identifying and assisting students and families with attendance

concerns. Staff have professional learning throughout the year on the Enrolment Policy, and teachers identify students with attendance issues with Stage Supervisors and the Learning Support Team, of which the principal is a member.

The SMS system through Sentral is used to inform parents of absences, both of partial and full absences, as well as follow up messages if parents do not respond.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 14.13 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 6.02 |

*Full Time Equivalent

At Tomaree Public School in 2018, there are no staff members who identify as Aboriginal or Torres Strait Islander descent, however, the school has a close relationship with the Youyoong Aboriginal Educational Consultative Group (AECG) and with the Murrook Cultural Centre, part of the Aboriginal Lands Council.

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 | 20 |

Professional learning and teacher accreditation

By the end of 2018, all staff were deemed proficient, nil Highly Accomplished and nil Lead.

Professional learning at Tomaree Public School is undertaken throughout the year by all members of staff. The professional learning is based on the school plan, Department of Education priorities and mandatory

training programs, WHS regulations and individually developed plans made under the Performance and Development Planning cycle. Professional learning enhanced staff knowledge and practice which supported student development and improvements in teacher practice. Professional learning was available to all staff in the following formats:

- Staff Development Days; equivalent to 5 days per year
- Regular weekly professional learning sessions at school.
- Individual/group professional learning courses from external providers.
- Individual/group professional learning courses hosted within the school.
- On-line learning courses developed by the DoE and other providers.
- Memberships and participation in professional learning organisations, including but not limited to the Primary Principals Association, Tomaree Learning Community, Primary Executive Network, Learning and Support Teacher network, PSA-SASS network, PBL Hub and School Counsellor Network.

Professional Learning in 2018 included, Connecting to Country, Connect Ed Conference for Executives and Principals, Trauma Informed Training, PDHPE, Learning Progressions, MAPA Training, whole school emergency care, anaphylaxis, Language Processing disorders, External Validation – Peer Principal, EALD Conference, Music, IMEX training, Managing Challenging Behaviours, L3, FoR, TEN and TOWN, PBL Classroom Systems and all of the required whole school mandatory compliance courses.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 333,840 |
| Revenue | 4,026,364 |
| Appropriation | 3,850,308 |
| Sale of Goods and Services | 26,637 |
| Grants and Contributions | 145,519 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,900 |
| Expenses | -3,855,246 |
| Recurrent Expenses | -3,855,246 |
| Employee Related | -3,581,706 |
| Operating Expenses | -273,540 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 171,118 |
| Balance Carried Forward | 504,958 |

All school financial management processes and governance structures meet financial policy requirements.

This year extra money was placed into savings for planned capital expenditure for the air conditioning projects (AMU and Cooler Classroom Tier 1). As TPS also holds the funds for the TLC student support funds, our balance carried forward will always contain money that has to be kept aside for local school use and support. Other funds were carried forward to cover staffing costs through the summer school holidays, as well as savings to replace major assets such as photocopiers, technology and other major plant and equipment that does not occur on an annual basis.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,344,993 |
| Base Per Capita | 73,078 |
| Base Location | 4,049 |
| Other Base | 2,267,866 |
| Equity Total | 232,840 |
| Equity Aboriginal | 19,417 |
| Equity Socio economic | 77,301 |
| Equity Language | 3,230 |
| Equity Disability | 132,892 |
| Targeted Total | 817,724 |
| Other Total | 177,250 |
| Grand Total | 3,572,807 |

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

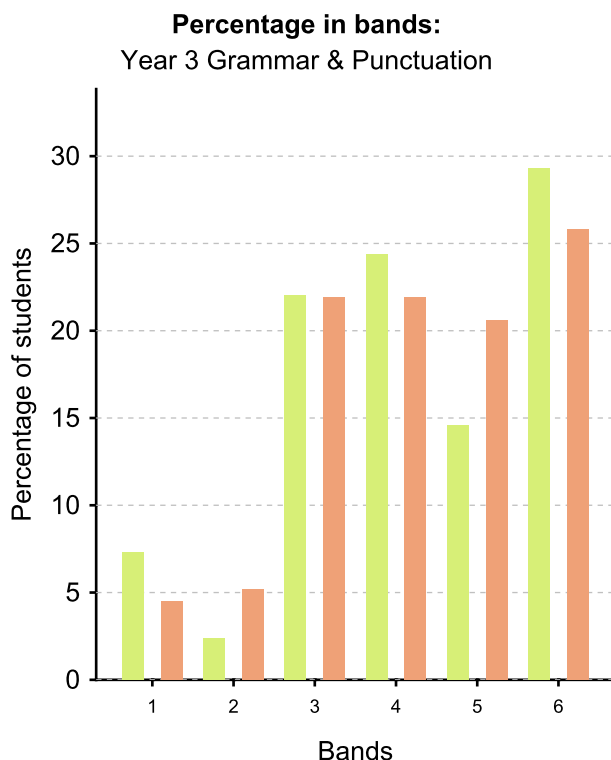
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN data for year 3 highlights a significant improvement in Spelling in the top two bands (Bands 5 and 6), and improvement in Writing (higher percentage in Band 5), improvement in Grammar and punctuation (higher percentage in Band 6), and improvement in Reading across the top 3 bands (overall in Bands 4 and 6).

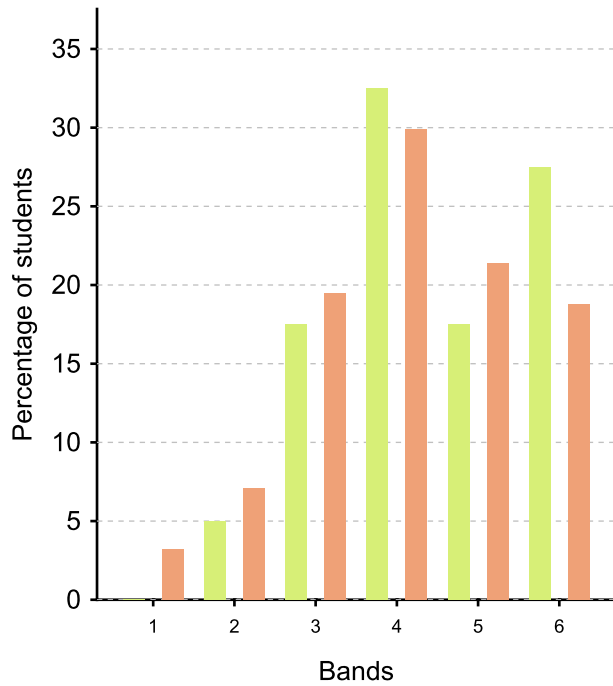
NAPLAN data for Year 5 highlights an improvement in student results in Grammar and Punctuation (Bands 7 and 8) and consistent results in Spelling for the past three years. There has however, been a reduction of students achieving higher bands in Reading and Writing (Band 7 and 8).



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 7.3 | 2.4 | 22.0 | 24.4 | 14.6 | 29.3 |
| School avg 2016-2018 | 4.5 | 5.2 | 21.9 | 21.9 | 20.6 | 25.8 |

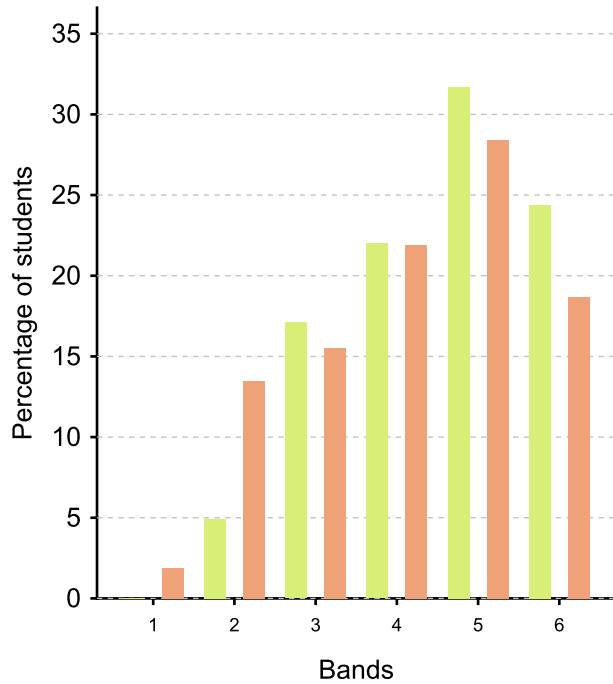
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 5.0 | 17.5 | 32.5 | 17.5 | 27.5 |
| School avg 2016-2018 | 3.2 | 7.1 | 19.5 | 29.9 | 21.4 | 18.8 |

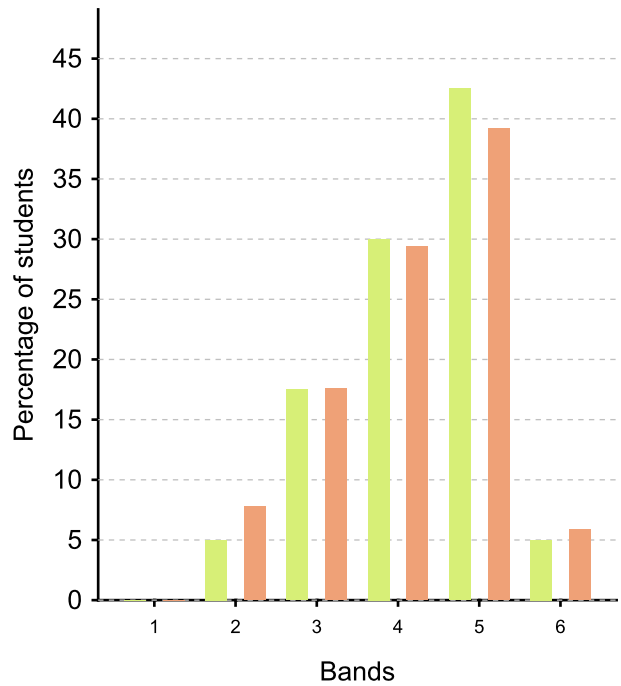
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 4.9 | 17.1 | 22.0 | 31.7 | 24.4 |
| School avg 2016-2018 | 1.9 | 13.5 | 15.5 | 21.9 | 28.4 | 18.7 |

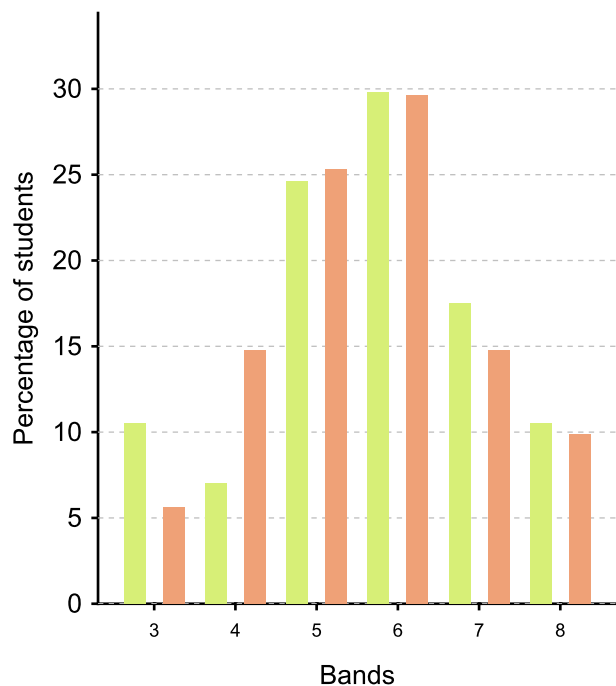
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

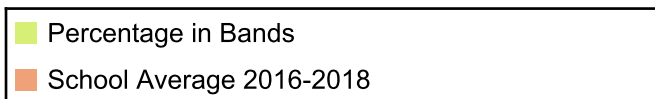
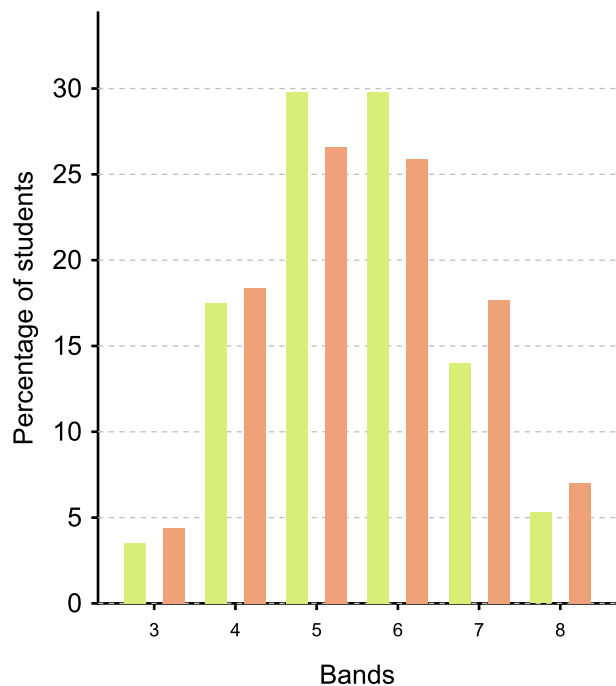
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 5.0 | 17.5 | 30.0 | 42.5 | 5.0 |
| School avg 2016-2018 | 0 | 7.8 | 17.6 | 29.4 | 39.2 | 5.9 |

Percentage in bands:
Year 5 Grammar & Punctuation



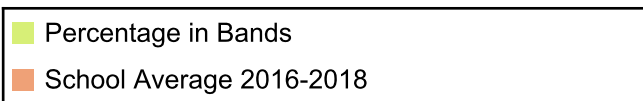
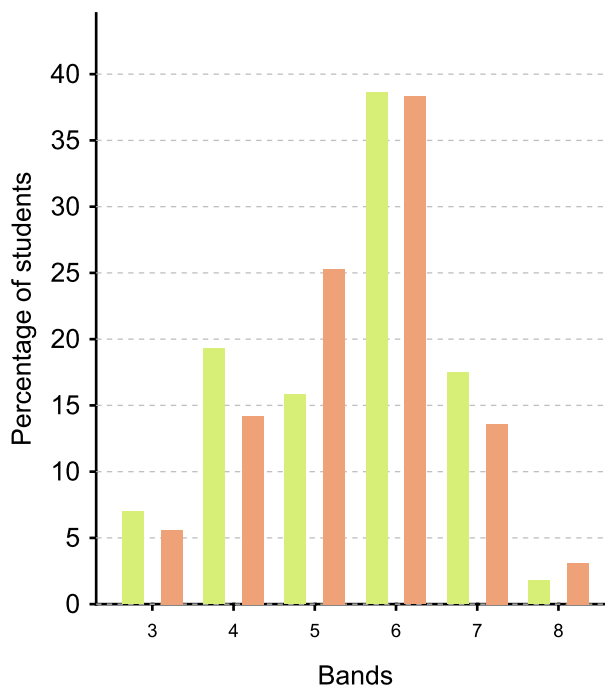
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 10.5 | 7.0 | 24.6 | 29.8 | 17.5 | 10.5 |
| School avg 2016-2018 | 5.6 | 14.8 | 25.3 | 29.6 | 14.8 | 9.9 |

Percentage in bands:
Year 5 Reading



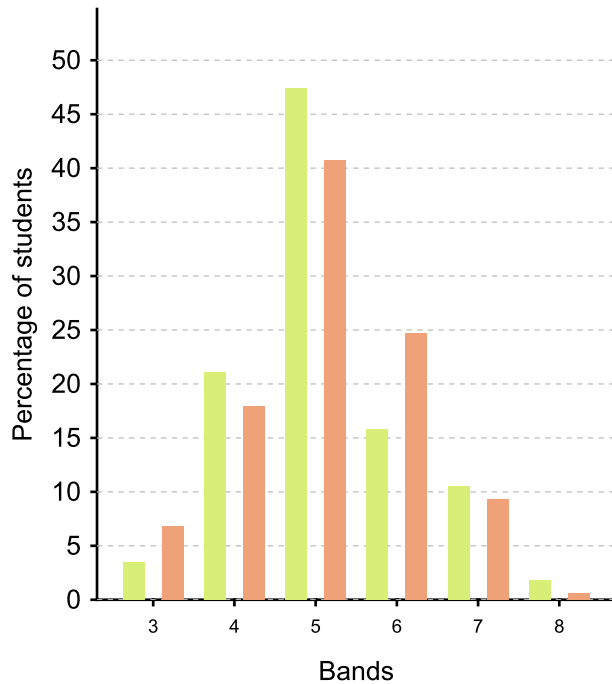
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.5 | 17.5 | 29.8 | 29.8 | 14.0 | 5.3 |
| School avg 2016-2018 | 4.4 | 18.4 | 26.6 | 25.9 | 17.7 | 7.0 |

Percentage in bands:
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.0 | 19.3 | 15.8 | 38.6 | 17.5 | 1.8 |
| School avg 2016-2018 | 5.6 | 14.2 | 25.3 | 38.3 | 13.6 | 3.1 |

Percentage in bands:
Year 5 Writing



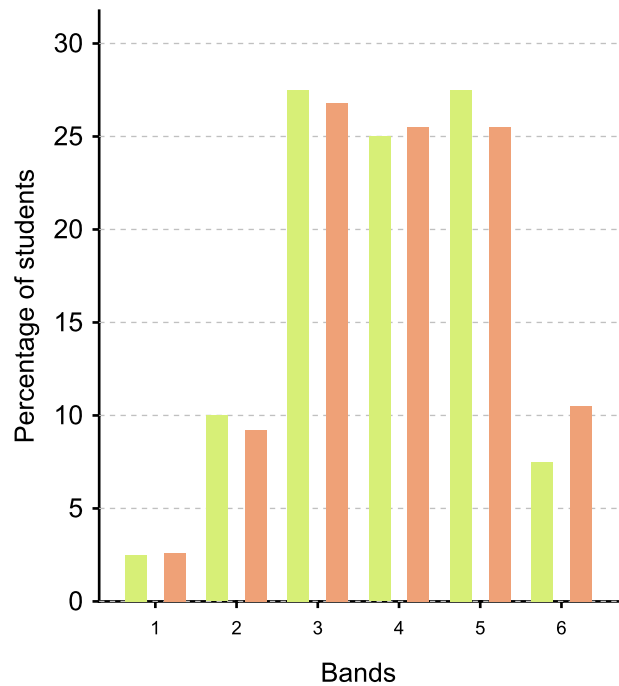
Percentage in Bands
School Average 2016-2018

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.5 | 21.1 | 47.4 | 15.8 | 10.5 | 1.8 |
| School avg 2016-2018 | 6.8 | 17.9 | 40.7 | 24.7 | 9.3 | 0.6 |

NAPLAN data for Year 3 highlights the consistency of student results across the past 3 years in the middle bands of Numeracy, with no significant shift in results either side of the middle cluster of bands (Bands 3, 4, 5).

NAPLAN data for Year 5 highlights a reduction of students achieving the lower band (Band 3) than the past three years. It also shows a consistency of student results across the three years within the middle bands of Numeracy (Bands 4, 5, 6).

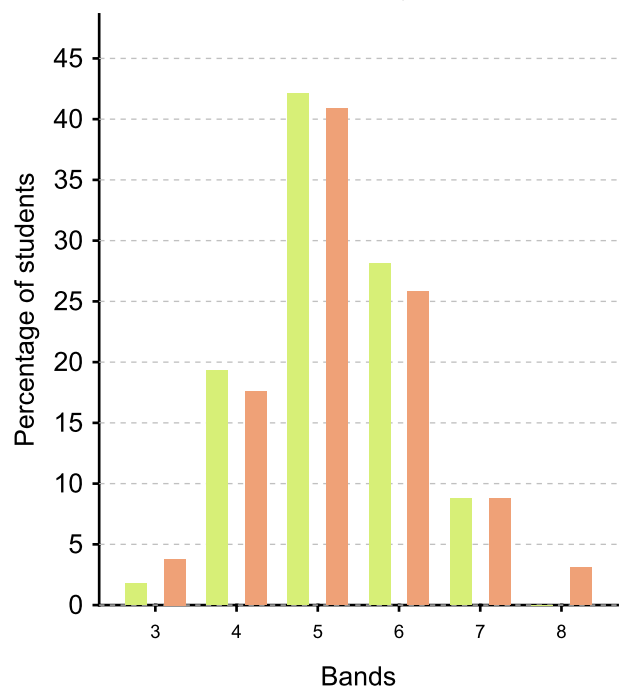
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.5 | 10.0 | 27.5 | 25.0 | 27.5 | 7.5 |
| School avg 2016-2018 | 2.6 | 9.2 | 26.8 | 25.5 | 25.5 | 10.5 |

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 1.8 | 19.3 | 42.1 | 28.1 | 8.8 | 0.0 |
| School avg 2016-2018 | 3.8 | 17.6 | 40.9 | 25.8 | 8.8 | 3.1 |

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.>

There has been a small shift across the various domains in the past year for students in Year 3 and Year 5. ATSI students display an increase in the top two bands for Writing in Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about various aspects of the school and its operations. At Tomaree Public School various methods are used to collect information including: Tell Them From Me surveys, FaceBook comments and data capture, Web site hits, email, paper surveys, P&C Meetings school events and activities. The following key results have been identified:

Students

Positive

- Students positive behaviour at school, effective learning time and expectations for student success by teachers are all on par with NSW Gov norm

Areas of future focus

- Concerns over student levels of sense of belonging (mainly boys in year four, five and six) – under NSW Gov Norm and below results earlier in 2018 survey 1 – Rock and Water, Tomaree Trainers and Stage 2 LaST are aspects which have been employed to lift these percentages.
- Student perseverance levels – boys significantly lower than girls in all year levels.

Staff

Results were based upon 8 'drivers' (areas). These include – Data drives Practice, Collaboration, Leadership, Technology, Teaching Strategies, Inclusive School, Parent Involvement and Learning Culture.

Positives

- Staff who have been teaching for 5 or more years results indicated that all drivers were above NSW Gov norm, except for Data informs practice and Learning Culture
- TPS on par with NSW gov Norm in community involvement, inclusivity and leadership
- Collaborative practices were above NSW gov norm – except sharing student learning goals
- Monitoring of individual students progress, use of

assessment practices to identify difficulties, the school being a safe and orderly environment, understanding the learning needs of students with special learning needs, including students with special learning needs in class activities and working with parents to help solve problems interfering with their child's progress was well above NSW gov norm

- Teaching strategies – linking to prior knowledge and use of various strategies, technology for research purposes, above NSW gov norm

Areas of future focus

- Learning culture – the development and sharing of student goals
- Data informs practice – use of work samples to show students the expectations for grades – e.g A, B, C grade – rubrics, etc and the use of formal assessment tasks to drive student feedback and learning.
- Use of technology to give immediate feedback and track student goals or achievements.
- Inclusive school – helping underperforming students with assignments
- Parent feedback on work and assignments.

Parents

Parents results were broken down into 7 domains (areas), They include – Parents feel welcome, Parents are informed, Parents support learning at home, School supports learning, School supports positive behaviour, Safety at school and Inclusive school.

Positives

- Parents feel welcome – I can easily speak with my child's teachers and I am well informed about school activities, Parents are informed – concerns with my child's behaviour at school, the teachers would inform me immediately, Parents support learning at home – Praise and encouragement used at home for child doing well at school, School supports learning – Teachers show an interest in my child's learning, School supports positive behaviour – My child is clear about the rules for school behaviour, Safety at school – My child feels safe going to and from school – well above NSW gov norm
- All aspects of Inclusive school domain on par with NSW gov norm

Areas of future focus

- Look at the scheduling of events and activities to enable more parental attendance.
- Send home suggestion questions to enable parents to actively engage their children in discussions about their learning.

Policy requirements

Aboriginal education

TPS is committed to providing quality teaching and learning programs for our Aboriginal students. Each Indigenous student has developed their MGoals with staff and students through a Yarn Up Meeting in Term

1. These goals are then reviewed regularly throughout the year. In 2018, Tomaree Public School had 26 students who identified as Aboriginal.

The school is continuing its commitment to ensuring staff have an opportunity to complete Connecting to Country, with 6 staff attending in 2018, and a further 8 staff planned for 2019. In 2018, students with Aboriginal identity were given the opportunity to participate in a Write it Right and cultural program, delivered by local Aboriginal representatives from Murrook Cultural Centre. Our newly formed Aboriginal dance group performed at the Tomaree Learning Community Education Week awards.

The Deadly Awards were established in 2018 through a Steering Committee made up of local principals, (of the principal of TPS is a member) and the Youyoong AECG. Two students from K–2 and 3–6 from each school received 'Love of Learning' awards.

The principal/delegate regularly attends AECG meetings. The group advocates for respect, cultural affirmation and the pursuit of equality for Aboriginal people, aiming to strengthen educational outcomes and networks between schools and their local communities.

TPS celebrated NAIDOC week with a series of activities including art, storytelling and cultural activities.

Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. HSIE (History and Geography) units play an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.