

Tuggerawong Public School

Annual Report



2018



4097

Introduction

The Annual Report for **2018** 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

Tuggerawong Public School

Principal

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Message from the Principal

The Annual School Report is a summary of the school's achievements in 2018 and provides information regarding the priorities for 2019 and beyond.

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 including Public Speaking, Choir, Dance and Chess to name a few.

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 am honoured to be 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

Tuggerawong Public School

Principal

Message from the school community

2018 was another successful year for our 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.

We would like to thank all the 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.

For a little school we have one of the most successful P&Cs on the coast. Every year I am proud of our team and we seem to accomplish more and more each year. This year we completed another two stages of covered walkways, paid for stage 2 of the playground and built the new OOSH Community IT lab and uniform shop along with purchasing school resources and software. A big thanks to Central Coast Council for their grant which assisted in the IT Hub build.

By the middle of next year we will have completed the covered walkways in the school and the students will be able to walk under cover from the kindy gates all the way through the school to the gates on Tuggerawong Road. The total cost of this project will be in excess of \$165,000 and is something the P&C are very proud of.

We held our trivia night this year which, other than raising money, was an awesome night with a lot of laughs. The fund raising team have done a fantastic job this year organising this night along with our other annual events such as Mother's Day and Father's Day stalls, Easter and Christmas Raffles, BBQs, Autism Day, and Carols Night.

Our canteen continues to move towards meeting the governments new healthy canteen initiatives whilst still providing the special treats our kids enjoy. Thank you to all of the volunteers that assisted in the canteen throughout the year.

The uniform shop has always been well supported. A big thank you to the children for being proud to wear their full school uniform.

Tuggerawong OOSH has now been running for 5 years and none of the large projects undertaken at the school would have been possible without the OOSH. Not only does it provide a vital service to working parents but all profits go back into the school. The OOSH provides before and after school care along with a vacation care program.

The P&C can only be successful with the support of the principal and teaching staff, so as always a big thank you for all support. The P&C is looking forward to an even more successful year in 2019.

Kate Simpson

P&C President

School background

School vision statement

Tuggerawong Public School is committed to developing future focused learners using evidence based quality teaching and learning programs. To ensure students connect, succeed and thrive in all aspects of their schooling, we promote a culture of high expectations and provide an inclusive and stimulating learning environment which embraces each student's holistic needs.

School context

Tuggerawong Public School was established in 1957 and is situated 9km from Wyong on the Central Coast of NSW. The school is committed to providing a quality learning environment that meets the diverse needs of our students.

Tuggerawong Public School values a positive and friendly school environment that embraces community partnerships and continued collaboration with local community groups.

Tuggerawong Public School pays respect and acknowledges that it is on Darkinjung land. The 2018 student enrolment was 263 students, with 8% acknowledging Aboriginality. The school has strong links with the Ngara Aboriginal Education Consultative Group.

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 and Talented students.

The school receives School Based Allocation Resource (SBAR) funding for Socio-economic Background, Aboriginal Background, Low Level Adjustment for Disability and Beginning Teacher Support.

Student leadership is a priority with students actively involved in school life through various student leadership programs including the Student Representative Council, school and sport leaders and library monitors.

Tuggerawong Public School prides itself on the variety of educational and extra-curricular experiences available including PSSA teams, Debating, Public Speaking, Premier's Reading Challenge, Chess and Rich Tasking.

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.

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

The statements of excellence in the School Excellence Framework is central to guiding our school's reflection on each element. The on-balance judgement determined by our school is a reflection of the school's progress on statements and is as follows:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: The elements of Learning Culture, Wellbeing and Curriculum, Assessment and Reporting were assessed as Sustaining and Growing and Student Performance Measures was 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 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 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 Tuggerawong Public School. Areas for further development include for 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, Professional Standards and Learning and Development have been assessed as Sustaining and Growing. At Tuggerawong Public School the school is 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, Explicit Direct Instruction and the Literacy and Numeracy Progressions. 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 Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes have been assessed at Sustaining and Growing. 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 well 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. All stakeholders have had an active role in the development of 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 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

Curriculum

Purpose

To provide all students with a strong foundation in literacy and numeracy to ensure they become life-long learners, engaging in future-focused, evidence based, differentiated quality learning opportunities.

School Excellence Framework links:

Learning – Curriculum, Assessment, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development.

Leading – Educational Leadership, School Resources.

Overall summary of progress

Students in Years 3–6 engaged with Focus on Reading (FoR) meta-cognitive strategies to improve comprehension, reading and vocabulary. Staff continued to work collaboratively to develop a writing program that is reflective of school needs based on SCOUT analysis. The writing analysis identified strengths, concerns, trends and strategies to support improvements in writing. The school also participated in the 'Write On' Competition for the first time.

Other reading initiatives include specific Year 1 students involved in Reading Recovery which is a targeted 1:1 intervention program. The school also trialled the Parent Assisted Immersive Reading (PAIR) Program which is an at home read aloud program that accelerates reading readiness in young children. It is designed for use with students in their first year of formal schooling. A number of students were also involved in other initiatives such as buddy reading and Multi-Lit.

All K–2 students participated in a sequential and explicit skill based L3 Literacy program differentiated to meet the needs of all individuals. Throughout 2018, K–2 teachers consolidated their knowledge of L3 with a number of staff undertaking formal training in their first or second year of this program.

The school introduced a whole school approach to spelling introducing the Sound Waves Program. This is a synthetic phonics and word study program which research recognises as one of the most effective ways to teach spelling and reading skills. The data collected across the school is very pleasing to date.

Students aligned their learning goals to the Literacy and Numeracy Progressions and were involved in the self-evaluation processes. All students showed growth and improvement on the Literacy and Numeracy Progressions as evidenced in pre and post data.

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

The school refined its Assessment Schedule to ensure assessments such as Progressive Achievement Tests (PAT) were completed school wide. These assessments will supply the school with valuable whole school data and further improve consistent teacher judgement enabling teachers to further cater for the students in their care.

An executive member of staff operated in an off-class role for 2018 assisting with these and other initiatives as a curriculum advisor. An important role for this staff member was to introduce components of Explicit Direct Instruction with a key focus on lesson warm ups.

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, laptops and iPads and engaged in professional learning linked to future focused learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students K–2 will be reading at or above the following	\$100,000	Kindergarten– 70% of students were at or above a level 8. 87% of students were at or above a level 7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reading levels: Kindergarten level 8, Year 1 level 18 and Year 2 level 26.		<p>Year 1– 74% of students were at or above a level 18. 80% of students were at or above a level 16.</p> <p>Year 2– 60% of students were at a level 26. 79% of students were at or above a level 24.</p>
The percentage of Year 3, 5 and 7 students in the top two bands for reading in NAPLAN 2020, will increase by 10% to 43%, 44% and 46% respectively (Baseline 2017 33%, 34% and 36%).	\$2500	<p>Percentages of students in the top two bands in the aspect of Reading for NAPLAN 2018 is as follows:</p> <ul style="list-style-type: none"> – Year 3: 49% of students – Year 5: 18% of students – Year 7: Data unavailable in SCOUT
The percentage of Year 3, 5 and 7 students in the top two bands will increase by 10% to 45% and 48% for Year 3 and 7 students respectively (Baseline data 2017 35% and 38%. Year 5 to increase by 20% to 40% (Baseline data 2017 20%).	\$2500	<p>Percentages of students in the top two bands in the aspect of Mathematics for NAPLAN 2018 is as follows:</p> <ul style="list-style-type: none"> – Year 3: 26% of students – Year 5: 8% of students – Year 7: Data unavailable in SCOUT

Next Steps

The school will continue to undertake and implement research-based programs such as L3, Sound Waves and TEN strategies. As a school, we will continue on the Focus on Reading journey in 2019 implementing the new version Focus on Understanding Texts when it becomes available. Resources will be allocated to enable staff to undertake peer observations to support the implementation of these and other programs to assist with building capacity in all staff.

The school has opted to take part in the Quality Teaching Rounds initiative, which is a joint collaboration between the Department of Education and the University of Newcastle.

K–2 staff will continue to implement the L3 program at a school level and will endeavour to have a member of staff trained as a facilitator to ensure the continued effective implementation of this program. New staff on K–2 will also undertake training in L3 in 2019.

In 2017, executive members of staff 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 will continue to be a focus in 2019. Executive members of staff will review data on the newly implemented SCOUT program as SMART no longer supplies current data.

Executive staff and Learning and Support Teachers will be utilised as curriculum advisors to oversee current programs, assist with teacher professional development, analyse data and plan for future directions of the school.

Strategic Direction 2

Collaboration

Purpose

To promote a positive school culture where all key stakeholders are known, valued and cared for and have a sense of belonging. Our learning environment will promote inclusive relationships consistent with the school's core values of 'Respect, Responsible and Personal Best'.

School Excellence Framework links:

Learning – Learning Culture, Wellbeing, Reporting.

Teaching – Professional Standards, Learning and Development.

Leading – Educational Leadership, School Planning, Implementing and Reporting, School Resources.

Overall summary of progress

In 2018 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 the continuous development of a skilled, effective and professional teaching workforce. All aspects of the PDP process were successfully completed including observations, self-assessment and the annual review.

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

All stakeholders (students, staff and parents) undertook the Tell Them From Me Surveys. The results from these surveys were overwhelmingly positive and will assist with future directions of the school.

In 2018, all students and teaching staff were engaged in a Life Skills program, which focused on mental wellbeing utilising strategies and activities such as controlled breathing and yoga. Feedback from staff, students and their parents was extremely positive and included reducing anxiety and stress amongst some students and educators alike, along with increasing resilience and positive relationship skills. A program such as this will be considered for the future.

Tuggerawong Public School successfully implemented Positive Behaviour for Learning (PBL) in 2017. In 2018 the PBL team consisted of a number of staff across the school which displayed exemplary leadership to ensure the continued 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. The school has continued to celebrate positive behaviour achievements throughout the year. In 2018 a member of staff was trained as a PBL coach which will support our school and others in our region.

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
The Collaboration aspect of the Drivers of Student Outcomes increases to exceed the NSW Government norm (Baseline data 7.6 for school compared to 7.8 in the 2017 TTFM teacher survey).	\$1000	The Tell Them From Me Teacher Survey that was administered during the period between 19th September and 27th September 2018 decreased to 7.4 in the aspect of Collaboration. This was a decrease of 0.2 from our baseline data and 0.4 below the NSW Govt Norm.
The School Supports Learning aspect continues to increase and exceed the NSW Government norm (Baseline data 8.0 for school compared to 7.3 in the 2017 TTFM parent survey).	\$1000	The Tell Them From Me Parent Survey that was administered during the period between 5th September 2018 to 26th September 2018 decreased to 7.6 in the aspect of the School Supporting Learning. This was a decrease of 0.4 from our baseline data and 0.4 below the NSW Govt Norm.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2017 TTFM parent survey).		from our baseline data. Although this decreased it is still 0.3 above the NSW Govt Norm.
The Positive Teacher–Student Relations aspect exceeds the NSW Government norm (Baseline 8.4 for school compared to 8.4 for NSW in the 2017 TTFM student survey).	\$1000	The Tell Them From Me Student Survey that was administered on the 13th September 2018 increased to 8.6% in the aspect of Positive Teacher Relations. This was an increase of 0.2 from our baseline data and 0.2 above the NSW Govt Norm.

Next Steps

In 2019, the school will continue with the PDP process for all staff, including those that are non-teaching. All teaching staff will be exposed to the accreditation process and those teachers pre 2004 have been 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. Professional learning will be offered to staff to support them with the accreditation process.

Tuggerawong Public School will continue to implement the Tell Them From Me Surveys and review the data and trends associated with these to ensure further positive growth whilst identifying areas of strengths and those for further improvement.

TPS will continue to implement PBL with a shift in focus from whole school to classrooms. Specific members of the PBL team will have specific roles for example linked to data collection and resource development.

Strategic Direction 3

Connectedness

Purpose

To build, sustain and grow strong consultative partnerships with communities, to promote a culture of connectedness and open communication, implementing the use of technology to develop students as responsible global citizens.

School Excellence Framework links:

Learning – Learning Culture, Reporting.

Teaching – Learning and Development.

Leading – Educational Leadership, School Resources, Management Practices and Processes.

Overall summary of progress

In 2018 a variety of community events were offered and were well attended by our community including Harmony Day, Education Week, Easter Hat Parade and Carols Night. Authentic and meaningful opportunities for our community to engage in school life occurred throughout 2018.

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 the 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.

The school ensured a comprehensive transition program for both the new Kindergarten students of 2018 and Year 6 students moving into high school. These transition programs are reviewed annually through way of parent surveys and staff in put to ensure we continue to improve on these programs.

A range of other initiatives and extra-curricular activities such as dancing, choir, garden club, student representative council and numerous sporting events allowed students to display their creative flair, develop a sense of purpose and strengthen relationships.

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, laptops and iPads and engaged in professional learning linked to future focused learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (Baseline 6.5 for school compared to 6.7 for NSW in the 2017 TTFM teacher survey).	\$1000	The Tell Them From Me Teacher Survey that was administered during the period between 19th September and 27th September 2018 increased to 6.9 in the aspect of Technology. This was an increase of 0.4 from our baseline data and 0.2 above the NSW Govt Norm.
The Parents are Informed aspect of the Two-Way Communication increases to further exceed the NSW Government norm (Baseline 7.6 compared to 6.6 for NSW in the 2017 TTFM teacher survey).	\$1000	The Tell Them From Me Parent Survey that was administered during the period between 5th September 2018 to 26th September 2018 increased to 7.7 in the aspect of Two-Way Communication. This was an increase of 0.1 from our baseline data and above the NSW Govt Norm.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students who are interested and motivated to increase or exceed the NSW Government norm (Baseline 2017 data 68% for school compared to 78% for NSW in the 2017 student survey).	\$1000	The Tell Them From Me Student Survey that was administered on the 13th September 2018 increased to 75% in the aspect of Student Interest and Motivation. This was an increase of 8% from our baseline data and only 3% below the NSW Govt Norm.

Next Steps

In the future, the school will offer parent workshops on a variety of areas including Literacy, Numeracy, resilience and student wellbeing. The school will look at training parents to assist with the delivery of programs such as Multi-Lit.

The school will establish a Technology Team to undertake an audit of existing technology and establish future directions. A key initiative of the Technology Team will also be to create a technology scope and sequence in consultation with all members of staff.

A goal for 2019 will be to further strengthen connections across the local community of schools through ways of various initiatives linked to teacher professional learning and extra-curricular opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,488	<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 was 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 were employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from internal and external assessment data and tools such as the Literacy and Numeracy Progressions.</p>
Low level adjustment for disability	\$93,702	<p>Staff member leading and overseeing NCCD was successfully completed.</p> <p>Strengthening of Learning Support Team (LST) practices and processes had a positive impact on the students referred through this process. Additional release time allocated to the LaST Coordinator to ensure tasks like Access Request and the NCCD register 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)	\$43,103	<p>Some members of executive staff released off class one day per week to fulfill their work commitments and to support whole school initiatives and their stage/s in various ways including undertaking peer observations, program checks and leading conversations linked to consistent teacher judgement .</p>
Socio-economic background	\$32,880	<p>Staff completed training in specific programs such as FoR and L3 and staff were released to undertake classroom observations linked to these programs.</p> <p>Staff members collaborated on the School Plan (Milestones) and implemented programs accordingly.</p> <p>Community activities and forums encouraged parent participation at all school levels.</p> <p>Students and staff engaged in mindfulness program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	113	126	122	133
Girls	107	115	125	130

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.1	94.1	93.9
1	93.6	93.9	93.6	92.9
2	93.3	92.2	94.4	93.3
3	94.6	93.3	92.8	93.9
4	93.4	90.7	92.7	92.5
5	95.2	90.9	90.6	92.5
6	92.6	93.4	92.6	91.5
All Years	94.1	93	93	93
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

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 Public School 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 and if required, external support is obtained including the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 who was on maternity leave for the duration of 2018 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 2018. As well as completing the mandatory training elements required by the Department of Education staff focused their professional learning on evidenced based programs including Language, Learning and Literacy (L3), Focus on Reading, Learning Progressions, Explicit Direct Instruction 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 2018, Tuggerawong Public School had 12 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 2018 who were in the process of gaining accreditation at the Proficient Level. The school also has one staff member in the process of acquiring accreditation at Lead Level.

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	519,758
Revenue	2,762,783
Appropriation	2,614,945
Sale of Goods and Services	0
Grants and Contributions	144,241
Gain and Loss	0
Other Revenue	0
Investment Income	3,597
Expenses	-2,571,454
Recurrent Expenses	-2,571,454
Employee Related	-2,215,864
Operating Expenses	-355,590
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	191,329
Balance Carried Forward	711,087

Surplus funds not expended from previous years will be allocated over the remainder of the current 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 including digital technology and the student toilet block.

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	1,965,317
Base Per Capita	47,762
Base Location	0
Other Base	1,917,555
Equity Total	324,859
Equity Aboriginal	11,488
Equity Socio economic	185,652
Equity Language	0
Equity Disability	127,719
Targeted Total	149,726
Other Total	88,559
Grand Total	2,528,462

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.

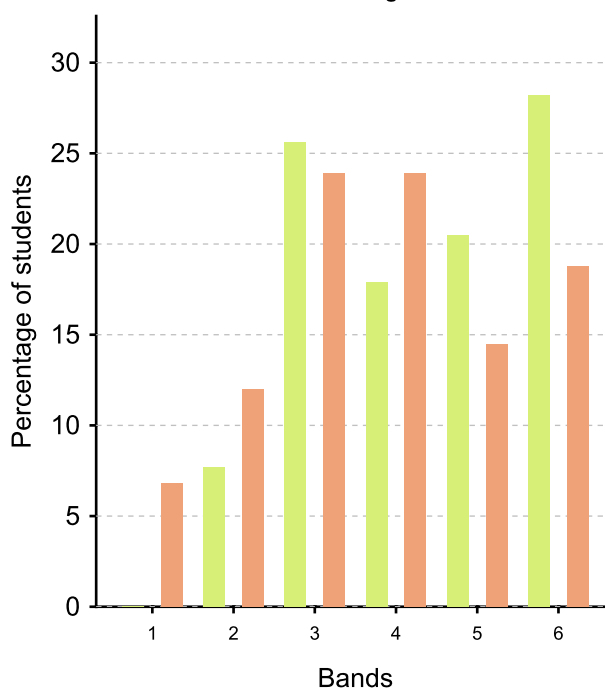
Results for both online and paper formats are reported

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.

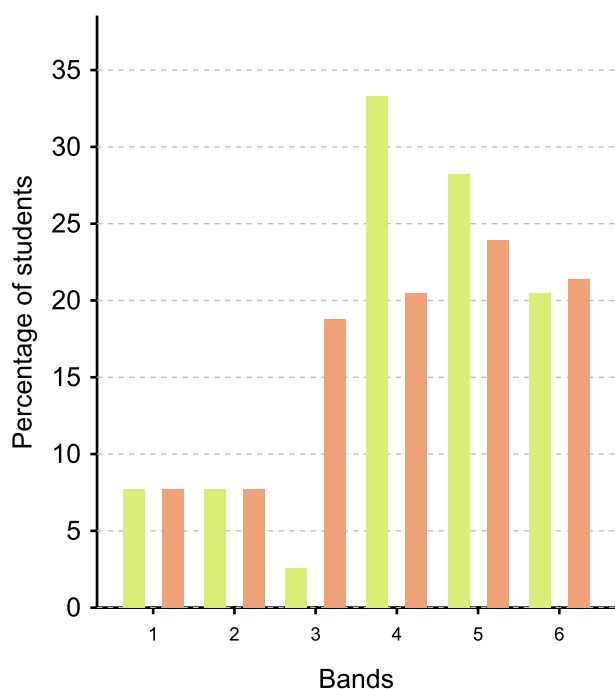
Overall, our school made positive gains in a number of areas in NAPLAN for 2018. This is particularly evident in the areas of Reading and Spelling for Year 3 students. It is clear that key initiatives that are being implemented such as Focus on Reading, Sound Waves Spelling, Targeted Early Numeracy, Language, Learning and Literacy (L3) are having direct benefit to students. Areas for further development include Writing for Year 3 and Spelling and Reading for Year 5.

In 2019, staff will engage in a range of professional learning including an analysis of our 2018 NAPLAN results and implement key initiatives and programs to improve the school's results in the area of Literacy for 2019 and beyond.

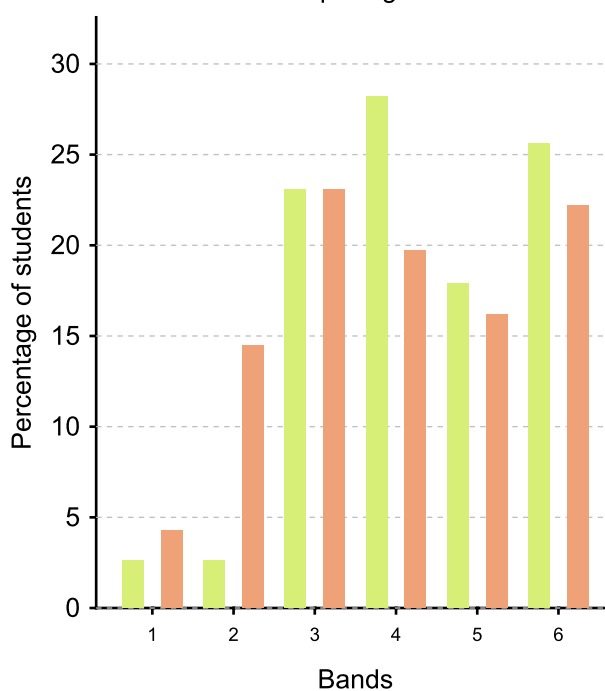
Percentage in bands:
Year 3 Reading



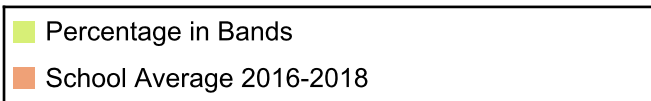
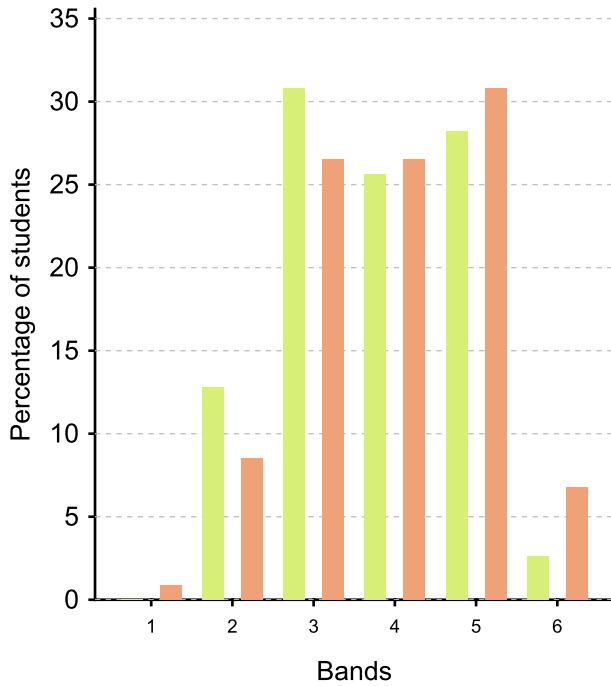
Percentage in bands:
Year 3 Grammar & Punctuation



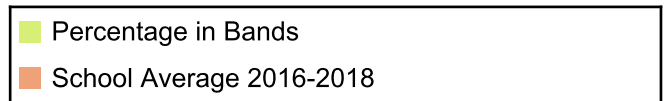
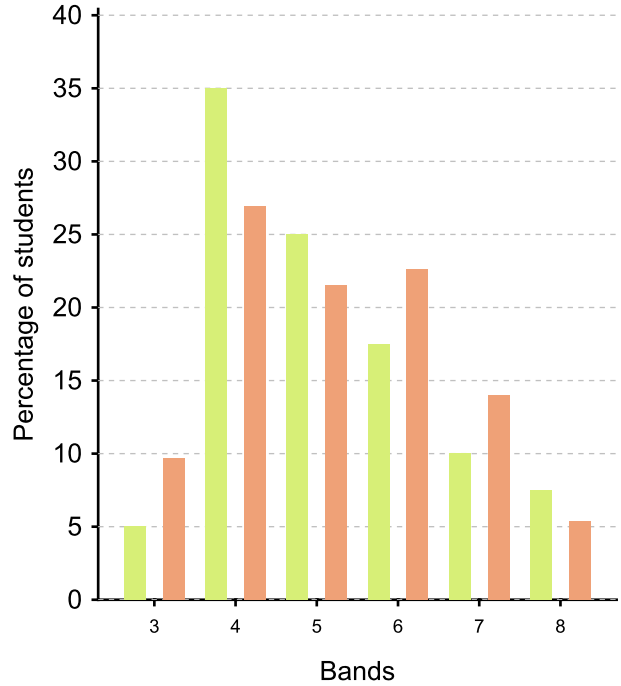
Percentage in bands:
Year 3 Spelling



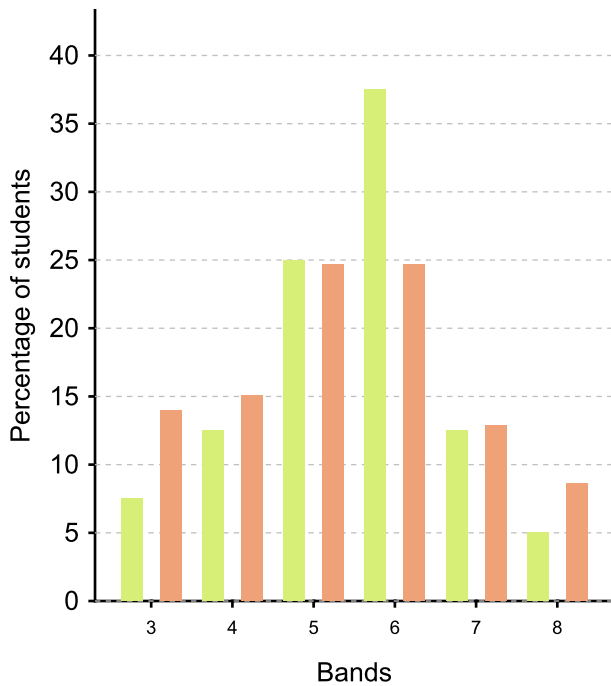
Percentage in bands:
Year 3 Writing



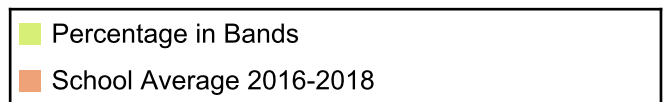
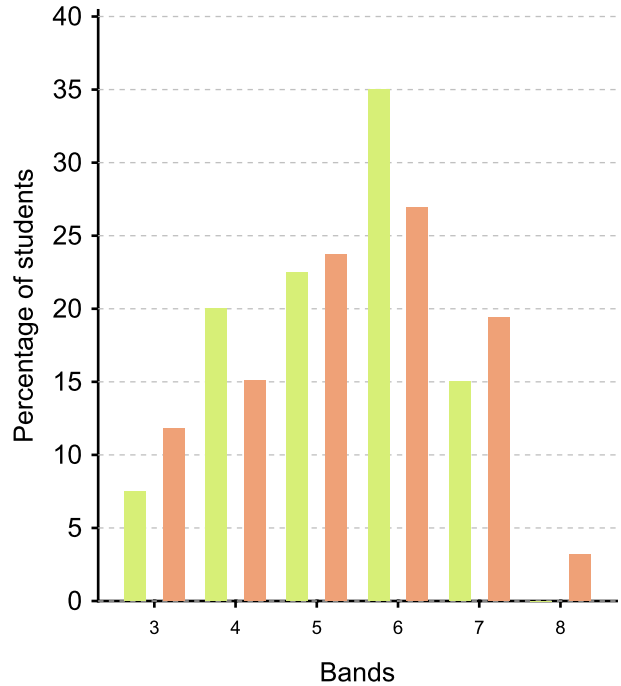
Percentage in bands:
Year 5 Reading



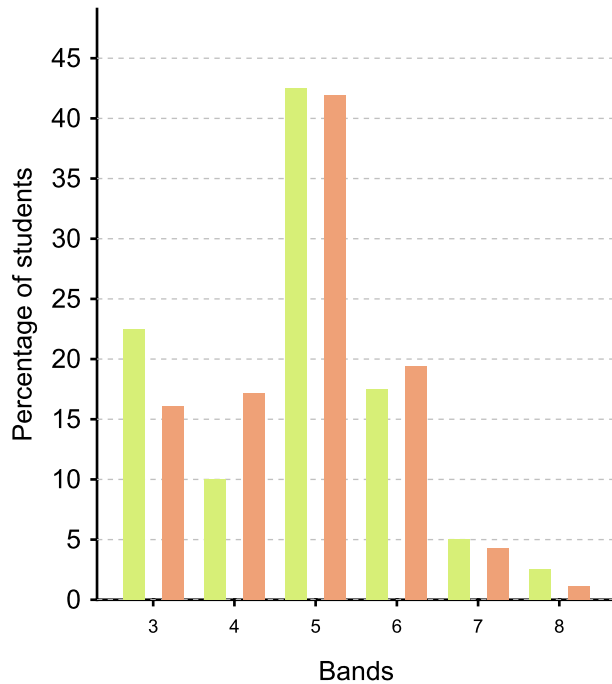
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



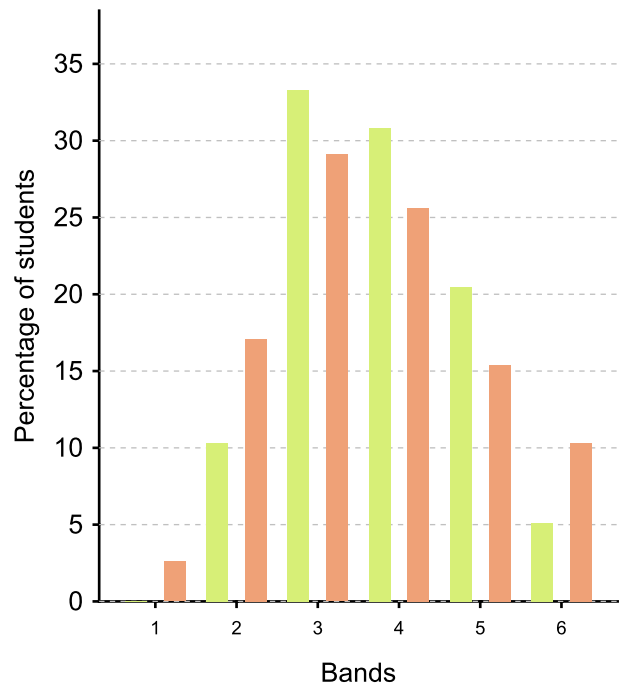
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

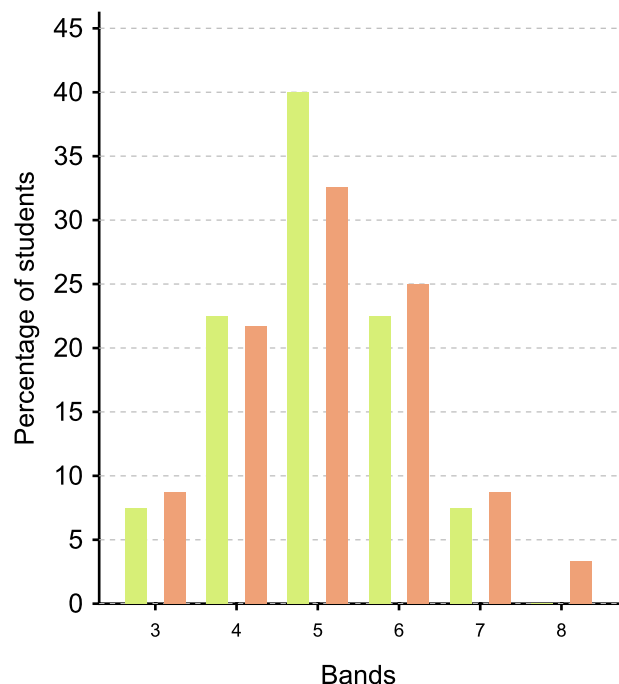
The percentage of Year 3 and Year 5 students in the top two bands for Numeracy in 2018 compared with the school average data from 2016–2018 has decreased slightly in Band 6. However, in the Year 3 Numeracy graph there is an increase percentage of students in Band 5. It is also pleasing to note there were no students in Band 1 for Year 3 students. Again, to further improve these results staff have and will engage in a range of professional learning including an analysis of our 2018 NAPLAN results and implement key initiatives and programs to further improve the school's results in the area of Numeracy for 2019 and beyond.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

In accordance with the Premier's priorities: Improving education results, schools are required to report their

students performance in the top two bands in reading and numeracy. As mentioned previously and seen by the graphs provided the percentage of Year 3 students in the top two bands of Reading in 2018 increased. In the area of Numeracy for Year 3 there was a slight decrease of students in the top band, however, there was an increase in the number of students in the second top band (Band 5). It is also pleasing to note there are no students in Band 1 for 2018.

The 2018 data shows there was an increase in the number of students in the top band for Reading but a decrease in the second top band (Band 7). Overall as a percentage there was an increase in the number of students in the top two bands in Reading. In Numeracy however there was a reduction in the number of students in the top two bands when compared to historical 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 Public School. The P&C endorsed the schools new Student Wellbeing Policy and had input into this document. Since the implementation of PBL in 2017, we have sought feedback from staff, students and parents on how we can further improve PBL at Tuggerawong Public School. This feedback has and 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 Toto's to be collected for key rewards and milestones.

The 2018 Tell Them From Me – Parent Survey was conducted in Semester 2 of 2018 and was completed by 74 parents / families. An overview of the parent responses is as follows:

- * 84% said their child/ren feel safe going to and from school
- * 80% can easily speak with their child's teacher
- * 85% can easily speak to the principal
- * 79% feel teachers have high expectations for their child to succeed
- * 81% believe their child is encouraged to do their best
- * 74% believe school staff take an active role in making sure all students are included in school activities
- * 62% felt parent activities are scheduled at times when they can attend.

The 2018 Tell Them From Me – Staff Survey was conducted at the end of 2018. 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 such as FoR and L3. Some of the teacher responses are as follows:

- * 90% establish clear expectations for classroom behaviour
- * 81% are in regular contact with the parents of students with special learning needs
- * 94% set high expectations for student learning
- * 88% use results from formal assessment tasks to inform their lesson planning
- * 94% feel assessments help them understand where students are having difficulty
- * 83% discuss learning problems of particular students with other teachers
- * 81% believe school leaders have provided guidance for monitoring student progress
- * 81% believe School leaders have helped them improve their teaching.

The 2018 Tell Them From Me – Student Survey was conducted in both Semester 1 and 2 in 2018 for students in Year 4 to Year 6. Some of the student responses are as follows:

- * 96% believe that schooling is useful in their everyday life and will have a strong bearing on their future
- * 87% feel they have friends at school they can trust and who encourage them to make positive choices
- * 79% do not get in trouble at school for disruptive or inappropriate behaviour
- * 90% try hard to succeed in their learning
- * 85% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- * 75% are interested and motivated in their learning
- * 41% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is below the state average.

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 2018 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, cultural goals 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 programs, 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 literacy and numeracy. 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 2018 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 2018 to promote cultural diversity. In 2018 all staff undertook Teacher Professional Learning on the referral process to the ARCO.