Tuggerawong Public School
Annual School Report 2011
Our school at a glance

Students
Our enrolment of students at the end of 2011 was 249 students. This included 118 girls and 131 boys. In 2011, we had 10 classes KS, KH, 1H, 1/2K, 2S, 3H, 4G, 4/5P, 5/6C and 6KS.

Staff
We have an allocation of 14 teaching staff, made up of 1 Principal, 3 Assistant Principals, 8 classroom teachers and some fractional allocations. These allocations support the Learning Assistance program, Relief from Face to Face teaching and Library. We have a number of administrative and staff employed in a variety of positions. Including School Administrative staff, Student Learning Support Officers, Library Administration staff and cleaning staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Our school has a number of teaching and learning programs and opportunities for students that add to the quality education experience for all members of our school community. These initiatives include:

- Reading Recovery
- Active After School Sports
- ‘Mathletics’ Online Sport
- Public Speaking
- Aboriginal Education
- Environmental Education
- Learning Assistance

Student achievement in 2011
Our Year 3 and Year 5 students sat for the 2011 National Assessment Program for Literacy and Numeracy [NAPLAN] in May.

In Reading: 79% of Year 3 students and 73% of Year 5 students were in the top 3 bands of the 6 band scale.

In Writing: 89% of Year 3 students and 45% of Year 5 students were in the top 3 bands of the 6 band scale.

In Numeracy: 75% of Year 3 students and 66% of Year 5 students were in the top 3 bands of the 6 band scale.

Overall, our results in Year 3 Reading and Numeracy were above state average and Year 5 Reading was above state average.

Messages

Principal’s message
This year was significant in the school’s history. We had several staff changes for a myriad of reasons including retirements, extended leave options and staff being appointed to promotions and classroom teacher positions.

As well, families with a long association with the school reached the end of their school involvement moving onto high school. The local area has seen a change in demographics and housing requirements which has resulted in families moving out of and into the local school catchment area. This presented the school with challenges but also new opportunities. We welcomed new faces to the staffing team and new students to the school. Our school’s reputation as a happy, safe and caring community has continued to grow and it is one that the whole community is deeply committed to.

The focus of our school continues to be the fostering of our students in a caring and supportive environment.

Extra-curricular programs are essential ingredients in this school’s endeavors and they have continued to engage our students with a variety of opportunities being offered. Foremost in this regard in 2011 was the bi-annual school
production entitled ‘Broadway’. This production was able to be performed in our new BER hall facility using the extensive sound & lighting equipment purchased throughout 2010. The school now has the reputation of offering the most sophisticated facilities in BER halls locally.

The school’s environmental program continues to grow with many students involved in weekly maintenance tasks. We held a highly successful World environment day with many local business groups supporting this initiative.

All of our dance groups were successful in gaining places to perform at the Central Coast Dance Festival 2011, an unprecedented effort for a school of our size.

The Student Leadership team were a wonderful group of students who led weekly assemblies, represented the school at public functions and assisted teachers in a variety of tasks.

The school community were active in supporting class programs and school events. We had a number of parents volunteering their time to assist in classrooms and with school events such as the mini-fete and the P&C local crafts stall day. The Parents & Citizens Association continued their financial support to class programs and resources and their fundraising efforts were in turn supported by families and students.

My personal thanks to the newly assembled staff at the school that were able to adapt to their new surroundings quickly and in a most professional manner. The staff have demonstrated the school motto ‘Participate with Enthusiasm’ and their collegial approach to maintaining high standards has been most appreciated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Peter Newman (Principal)

Student representative’s message

This year our Tuggerawong Student Representative Council consisted of 2 representatives from each class, as well as our 2 school captains and 4 prefects. Meetings were held twice a term and students were asked to raise issues in the school that concern them. These SRC meetings resulted in improvements being made around the school such as: fixing broken and dangerous pathways and requesting donations of paint from local businesses to paint the school toilets. The SRC members were also concerned about the cleanliness of the playground and designed and made signs to stick on the bins, in the hope that it would encourage other students to use the bins. Throughout the year the SRC held two fundraisers. The first was to raise money for Camp Breakaway, an organisation that enhances the lives of children with disabilities. The SRC held a ‘Crazy Clothes and Hair’ day which raised $253. Our second fundraiser was to raise money for ‘The Leukaemia Foundation’s World’s Greatest Shave’. The SRC held a ‘Bandana Day’ and raised $152. The SRC were also responsible for arranging posies of flowers into a wreath at our Anzac Day assembly and organising our annual Salvation Army Toy Appeal.

Michelle Shaw - SRC Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments at the school have been in decline since 2008. Boys’ enrolment figures have remained largely static but girls have declined. This has resulted in a decrease from 11 classes to 10 classes in 2011. Anticipated enrolments suggest further decline, possibly to 9 classes in 2012.

Student attendance profile

Our school continues to match state attendance rates and exceed regional attendance averages. The Home School Liaison Officer monitors attendance each month and reports issues to the Learning Support Team co-coordinator.

The school will move to electronic roll-marking in 2012.

Management of non-attendance

Class teachers contact families of non-attending students within 2 days of an unexplained absence. Letters to parents are also sent home asking for absence explanations. Attendance data across the school is collected each fortnight and is to be presented at Learning Support Team meetings from 2012.

Class sizes

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1/2K</td>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2K</td>
<td>2</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5P</td>
<td>4</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5P</td>
<td>5</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>6KS</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

There were 10 classes structured in 2011, three of these were composite classes containing 2 grade years. Classes were formed in early term one and remained static for the year.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.525</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently there is one staff member who identifies themselves as being of Aboriginal or Torres Strait Islander decent.

**Teacher qualifications**

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

The school also supports state wide teacher accreditation processes, supporting temporary probation teachers to satisfy requirements of the NSW Institute of Teachers for the award of the teaching certificate.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Academic Achievements**

**Australian Schools Competitions**

The International Competitions and Assessments for Schools suite of tests developed by EAA, University of NSW, are the largest external schools assessment programs available in Australia, New Zealand and the Pacific Region. These assessments are open to Year 3-6 students and a number of our students enter each year.

In English, 7 students entered the assessment. Three students received a credit. In Mathematics 20 students from Tuggerawong PS entered. One student received a credit. In Science, 7 students entered the science assessment and one student received a credit. In the Spelling competition 13 students entered. Three students received a credit.

In Writing, 7 students entered the competition, with one student receiving a credit.

**K-2 Reading**

Reading achievements of all students is constantly monitored in our school. In the infant’s classes, benchmarks are set for reading level achievement. These benchmarks are regional and aim for each school to achieve 75% of students attaining specific reading levels by the end of the year. In Kindergarten the benchmark level is 6, Year 1 is 16 and Year 2 is 26, which is considered an independent reading level. During 2009, 71% of Kindergarten students were at or
above the reading level, 87% of Year One students achieved at or above the benchmark and 68% of Year Two students achieved the benchmark.

**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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

Year 3 Reading continues to show strong performances compared to state with over 75% of students in the top 3 bands.

**Numeracy – NAPLAN Year 3**

Top-end students continue to out-perform state averages. There are more students in the lowest band than previous school and state averages.

**Literacy – NAPLAN Year 5**
About half the students assessed were in the middle bands with top-end students again outperforming state averages.

Most students have achieved in the middle bands for numeracy in Year 5.

Student performance in writing at the top-end does not compare favourably with state averages. Most students are within the middle bands in writing in Year 5.

**Numeracy – NAPLAN Year 5**

Progress in Reading is below state average with half our students displaying average growth compared to approximately 80% of students over the last 4 years in the state.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3 Percentage</th>
<th>Year 5 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
<td>96.8</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td>96.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td>93.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>90.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.9</td>
<td>93.5</td>
</tr>
</tbody>
</table>

All Year 3 students performed at and above minimum standards in all areas excepting numeracy. Most Year 5 students performed at and above national minimum standards in all areas.

**Significant programs and initiatives**

**Reading Recovery**

Reading Recovery was once again implemented in our school. Instruction was made available to 11 students during 2011. Reading Recovery is an accelerated reading program which caters for students who have experienced difficulty within their first year of school. Six students were discontinued successfully, reaching our regional and school targets. Three students were referred to the Learning Assistance program for continued support and two children transferred to another school.
Learning Assistance [STLA]

STLA Support was offered in 2011 to students who were identified by their class teacher as requiring extra assistance. During Term 1, and into Term 2, literacy and numeracy support was offered for Year 3 and Year 5 students in preparation for NAPLAN. The remainder of the year, support was offered for students in need from Years 1-6. This support was offered as one-on-one withdrawal support working on sight words, fluency, comprehension and oral reading skills. During Term 4, support was also offered to Kindergarten children in a small group situation to strengthen phonemic awareness, blending of sounds and identifying sight words.

Library

The library provided programs in library and research studies for all students K-6. All students in K-6 participated in the annual Book Fair and the Book Week Parade which was a great success. The Library Prefects organized the parade, choreographing and presenting a dance and play. The Book Fair was very successful again, raising enough money to buy over $1000 dollars worth of books for the library. The Premiers Reading Challenge was well supported with fifty four students successfully completing the challenge. Nine students successfully completed the Premiers Reading Challenge for four years and received a Gold Certificate. The Library Prefects had the opportunity to attend a luncheon at Our Lady of Rosary School, Wyoming to celebrate Book Week. They were extremely lucky to listen to and learn from author Libby Gleeson.

Head Start

Our Kindergarten orientation program continued to run successfully in 2011. Twenty seven new Kindergarten children for 2012 attended four 2 hour sessions which gave them the opportunity to become familiar with our school surroundings, routines and staff. These sessions involved the students learning about life at school and completing some activities similar to those that they will be doing next year. They also spent time with their Year 5 buddies who will be a familiar and caring face in 2012.

Two parent information sessions were well attended. The first session was about school readiness and the second was an introduction to school life.

Best Start

This year we continued with the state-wide initiative which is now mandatory across all NSW schools. All the Kindergarten students were assessed in literacy and numeracy knowledge during their first and second week of school. The data gained from the assessment assisted teachers in programming for the individual needs of each child in their class. Further assessment data was submitted five times throughout the year and was used to continue to direct teaching and learning decisions. Parents received a report based on this early assessment data in Term 1 and Term 3. All Kindergarten teachers were required to attend professional development training about how to administer the assessment
and how to use the results to benefit the students.

**Choir**

The Tuggerawong School Choir, made up of thirty-five students, mainly from Years 3, 4 and 5, practised each Tuesday afternoon, allowing the children to enjoy singing and learn a variety of vocal genre. Performances occurred primarily at school functions, including the Anzac Day Ceremony and Education Week. The school choir led community singing at the annual Christmas Carols night and performed two songs to entertain families. They also performed at The Recognition of Achievement ceremony on Presentation Day.

**Public Speaking**

The school continued its public speaking program in 2011. Students from each class developed speeches on various topics. Students from each stage were selected to speak at finals and a winner from each stage went on to compete at district Public Speaking level. Two of our representatives won their divisions at the district competition, another representative gained a second place.

**Arts**

This year, the whole school was involved in our bi-annual production called ‘Broadway’. 3 performances were held, two at night and a matinee with over 700 audience attending. Each class performed an item based on the theme of Broadway musicals with one class providing linkage material in the form of skits between class acts. The feedback from audience members was overwhelmingly positive with many suggesting it was the best performance held for many years.

**Junior Dance Group**

In 2011, the girls in Yr 3 and Yr 4 participated in the Tuggerawong Junior Dance group. The 27 girls learnt a dance to the Adam Lambert song “If I had you”. They auditioned for the Central Coast Dance Festival and they got accepted to perform on two nights at Gosford’s Laycock Street Theatre. They performed at the Education Week assembly and at school concert.

**Senior Dance Group**

In 2011, the Senior Girls Dance Group had 28 dedicated girls from years 5 and 6, who were successful in gaining a position in the Central Coast Dance Festival. The troop performed to the song ‘Let’s Get Loud’ which was an energetic jazz routine, choreographed by Miss Cowan. The students performed on twice on during Term 2 at Laycock street theatre. They also performed at Tuggerawong Public School’s Education Week assembly and school concert. This was a great example of Tuggerawong Public School’s students’ eagerness to perform through artistic channels.

**Stage One Dance Group**

Year 1 and 2 boys and girls participated in the Tuggerawong Stage One Dance group. The students enjoyed learning to dance to “Rock this Party” and were accepted into the Central Coast Dance Festival held at Laycock Street Theatre. They performed at the Education Week assembly and the school concert.

**Sport**

Tuggerawong Public School continued to promote participation across a variety of sports throughout 2011. The school had many opportunities to acknowledge and congratulate many of its students. The school entered PSSA sport teams in girls and boys soccer, touch football, netball, rugby league, cricket, softball and Australian Rules Football (AFL), as well as PSSA gala days in rugby league. The school also
entered many students in Wyong Zone trials in netball, soccer, softball, cricket, rugby league, hockey and water polo. Two students gained selection to Sydney North trials and two students represented the school in Sydney North teams. Students across all stages participated in either AusKick or basketball coaching sessions throughout term 3. Other sports the school participated in were the Cottee’s 5 A-side soccer for stage 2 and the Milo cricket Gala Day’s for stage 3, with stage 3 making the Central Coast – Newcastle Regional Finals.

The school has held successful swimming, athletics and cross-country carnivals, with many students advancing to represent Tuggerawong at Zone Carnivals.

Across the year, there were other opportunities and activities for all students to participate in physical activity. The extremely successful ‘Active After Schools’ program has allowed all students, regardless of age, skill and ability, to participate in physical activity and sports skills throughout school terms.

School Swimming Scheme

This year, students from our school participated in the Swimming Scheme for 2 weeks from the end of October to early November. This Scheme is run by the Department of Education and Training. It is an intensive learn to swim program which develops water confidence and provides students with basic skills in water survival. The Scheme is conducted over ten days and each daily lesson is 45 minutes. It is mainly for students who have not reached a satisfactory standard of water safety and survival skills, and who are unable to swim 25mm confidently unaided in deep water.

The swimming scheme focuses mainly on the year 2 and 3 children although year 1 and weak swimmers from Years 4, 5 and 6 may also attend.

This year, 60 of our students participated, mainly from Year 1, Year 2 and Year 3. Instruction took place at Toukley Aquatic Centre.

Swimming Carnival

The school held a successful swimming carnival with many students advancing to represent Tuggerawong at Zone. Wallabies were the winners of our school carnival on 468 points, followed by Emus on 249 points and third place was Platypus on 141 points. Amber Koen qualified for the Sydney North Swimming carnival in the 11yrs freestyle. This was a great achievement.

Active After School

The Active After School program was held in all four terms in 2011. The students participated on either a Monday and/or Wednesday afternoon from 3:00 pm till 4:15 pm. We had an increase in the number of students who attended this year. The program is free to all students and it encourages a healthy lifestyle and healthy eating. This year, the Active After School program has been focused on introducing a sport, such as basketball, tennis and AFL, and then encouraging students to join these sporting organisations in the community. It has been very successful this year and will continue next year.

Dad’s Breakfast

Our school and P&C organised held another successful Father’s Day breakfast with a cooked breakfast on offer. Many mothers along with the teachers banded together to cook, make and serve breakfast to the dad’s in the community.
Clean-up Australia Day

Tuggerawong Public participated in the Community Event Clean-up Australia Day in 2011. Students walked surrounding streets and the lake front to gather environmental waste. Rubbish filled 5 large hessian bags and it was collected by Wyong Shire Council.

ANZAC Day

Tuggerawong P.S. held its ANZAC Day ceremony on Friday, 8th April. Our Prefects and Captains presented the service which was attended by parents, community members and Mr. Alan Stanford from Wyong RSL. The students donated flowers for the ceremony and arranged them into bouquets for SRC Representatives to form a wreath during the ceremony. On ANZAC Day, students from Tuggerawong P.S. participated in the ANZAC Day ceremony at Wyong RSL. The students presented a poem during the ceremony.

Fun-a-thon – Annual School Fundraiser

The annual school fundraiser was a Fun-a-thon. All students were given a sponsorship card and were asked to raise money by finding people to sponsor them. All students were placed into mixed groups. The students rotated through a range of activities including party games, indoor ping pong, golf target shooting, slime throwing, inflatable egg and spoon races and square skateboards. The day was a huge success with all the students participating together and having a great time. The Fun-a-thon raised $3080 to go towards school educational resources.

Concert

The school held its biennial concert during Term 3. This was held in the new school hall. A day matinee and 2 night performances were sold out. The students performed dances and skits to a Broadway theme. The concert received enormous positive feedback from the community and was deemed the best performance held at the school in years.

Remembrance Day

On November 11th, 2011, two of the school leaders attended the Remembrance Day Service at Wyong RSL. Shane Blackman from the WW1 Education Service visited our school to run interactive sessions about the life of our soldiers and nurses in the Middle East and on the Western Front in The Great War. The whole school from K-6 participated in these educational sessions, which taught them about sacrifice, loyalty, mate-ship, honour and strength.

Environmental Program

The Environmental Committee is a dedicated group of students. Through their enthusiasm and participation they have helped raise awareness of environmental issues and helped our school become more sustainable. A group of ten students were chosen to be Tuggerawong Public School’s Environment Leaders due to their interest and committed attitude towards the school environment. They assisted in all Environment projects around the school and ran daily environmental groups that carried out duties such as: watering the vegetable garden, weeding, planting and maintaining compost heap. We yielded a successful crop this year, having harvested vegetables such as: broccoli, lettuce, beans, tomatoes, cauliflower, celery, carrots, spinach, rosemary and much more.
World Environment Day

For World Environment Day all students wore green and donated a gold coin to help support our school environment group projects. All students participated in a lesson with a focus on the environment during the day. This day was a huge success with many local Environment Groups running workshops for students. These local groups included: Wyong Shire Council, Rumbalara, CEN Waterwatch, Bunnings and a representative from the Waste Management Centre. Bunning’s kindly donated fruit trees to begin are school orchard, as well as, native plants to add to our bush tucker garden. Our Environment leaders ran workshops for infants as well, reading Jeannie Baker books and creating wonderful collages and making fun grass heads. All students participated with enthusiasm and enjoyed learning about our environment. This was also the first year Tuggerawong Public School participated in Wyong Shire Council’s environment program. We chose to do an eco-tour with our guests from council showing them all the initiatives we had taken this year, including: environment checklist and monitors for every class, environment group at work, our new fruit orchard, photos from our Environment Day and a PowerPoint presentation from two students on our unit of work ‘Environmental Sustainability’. As a result we received an award at Wyong Shire Council’s award ceremony held in at council. Our ten Environment Leaders gracefully accepted this award on behalf of the school. It was in recognition of student lead programs.

Water Conservation Competition

The whole school participated in the Gosford City Council and Wyong Shire council ‘Water Conservation Poster’ competition. Every grade produced quality pieces of artwork that conveyed a strong message about water conservation.

All Stage 3 students attended a local excursion to our beloved local lake. Rumbalara once again supported our school environmental focus and ran workshops down by the lake. Students participated in water testing and dip netting activities to deepen our understanding of the lakes environment.

Aboriginal Education

The Aboriginal children in our school have been closely monitored, with each child having a Personal Learning Plan. Every child in the school has had the opportunity to learn and experience Aboriginal culture and history. This year our school had the opportunity to watch a performance which taught us about Aboriginal cultural. An Aboriginal Girls dance group was formed and they performed at the opening of the school presentation Night and the annual P&C Christmas Carols evening.

Multicultural education

Harmony Day was held again with all students wearing ‘orange mufti’ and participating in group activities that focused on the theme of ‘Everyone Belongs’.
Progress on 2011 targets

Targets for 2011

Target 1

*Improvement in literacy outcomes*

Our achievements include:

- NAPLAN data was analyzed and staff accessed NAPLAN teaching strategies support material to supplement class programs.
- Best Start training was extended to include Stage One staff.
- NAPLAN results indicated a positive trend overall in both Years 3 & 5 since 2009.
- Nearly 75% of K-2 students reached regional benchmark levels.
- Reading and grammar in Year 3 NAPLAN assessments indicated above state averages.
- Reading in Year 5 boys has improved since 2010; Year 5 girls are above state in Grammar & punctuation.

Target 2

*Improvement in numeracy outcomes*

Our achievements include:

- Analysis of NAPLAN data to identify weaknesses in Year 3 and 5 cohorts.
- Continued implementation of Mathletics and IWB based numeracy activities.
- Improved NAPLAN results particularly with less students in lower bands compared to the state and more students in middle bands compared to the state.

Target 3

*Improvement of Fundamental Movement Skills.*

Our achievements include:

- Fundamental Movement Skills being taught in every classroom with several classes combining to teach skills on a rotation basis.
- Increased participation in PSSA sports with 13 team sports being fielded in 2010.
- FMS skill assessments indicating most students achieving stage level criteria by the end of the year.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out parent surveys, focus group and parent forum evaluations to inform many aspects of the school’s endeavors. This process was undertaken to inform the next 3 year cycle of strategic planning.

For the purpose of this report, the school’s anti-bullying program, reading and student learning will be reported on.

Educational and management practice

Student Learning

Background

Parents were surveyed and parent forums were conducted asking respondents to provide information about what was working well at the school and what improvements would respondents like to see focused on in the next 3 years. Students were also surveyed with similar questions.

Findings and conclusions

Most parents surveyed indicated satisfaction with classroom programs. In particular, the variety of classroom activities and opportunities to
participate in extra-curricular programs were seen as positives. Homework was seen as positive by parents and students on the whole.

Future directions
Respondents surveyed indicated that information regarding variations to routines was necessary and the newsletter was the primary source of information provision. Most parents and students were happy to see technology used in homework providing support and information was considered.

Curriculum
Reading
Background
Analysis of trend data over 3 years from NAPLAN, participation in the school’s Home Reading program and K-2 benchmark assessments were examined to determine the effectiveness of the school’s programs in reading.

Findings and conclusions
K-2 reading achievements are strong however there is evidence that reading achievement does not continue for all students in the later years. Home reading participation was approximately at 20% in most classes throughout the school.

Future directions
Reading programs will be evaluated and professional learning targeted, particularly in stages 2 & 3. The school home Reading program will be modified to provide more incentives for students to read at home on a regular basis.

Other evaluations
Anti-Bullying program
Background
The school has an Anti-Bullying plan which is part of the overall Student Welfare policy. Students and parents were asked what was working well and what improvements needed to be made in relation to student welfare at our school.

Findings and Conclusions
Students felt that relationships with teachers were important and that anti-bullying needed to be taught all year round in all classes. Parents responded that the school needed to continue its emphasis on its anti-bullying plan and provide parents with information on a regular basis.

Future directions
The school’s Anti-Bullying Policy will be reviewed and ratified by the School Council during 2012.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Students’ responses are summarized below:
- Homework to be a balance between paper and technology assignments.
- Anti-bullying needs to be a focus across K-6.
- More computers in the school

Parents’ responses can be summarized as below:
- Review school communications with particular consideration of the school website
- Continued focus on anti-bullying programs
- Continued support for homework especially with technology-based assignments.

Professional learning
The Professional Learning program for the staff in 2011 covered a variety of topics. Mandatory training in Child Protection, anaphylaxis training, workplace safety and the Code of Conduct was scheduled throughout the year. Whole staff were involved in technology sessions, guided reading training and reporting guidelines.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. 2011 was the last year of the school’s 2009-2011 strategic plan. Staff and community were involved in evaluation sessions in Term 4 of 2011 to provide a planning platform for the next 3 years Strategic Plan.
School priority 1 – Curriculum & Assessment

Outcomes for 2012–2014
Increased level of student achievement in literacy and numeracy.

2012 Targets to achieve this outcome include:
- Increased growth in reading in Year 5 & Yr 7 from 50% to 65%
- Increased growth in Numeracy in Year 5 & Yr 7 from 45% to 60%
- Increased student participation in Home Reading program from 20% to 40%

Strategies to achieve these targets include:
- Extend Best Start programming and assessing practices in Stage One classes.
- Provide Professional Learning support for all teachers in assessment of reading and writing.
- Identify top-end students in Yr 2, Yr 4 & Yr 6 and provide extension/enrichment programs.
- Utilising NAPLAN teaching resources in class programs.

School priority 2 – Community Partnerships

Outcome for 2012–2014
Active and inclusive school consultative processes with partners.

2012 Targets to achieve this outcome include:
- Increased parent satisfaction of school programs and communications from medium to high level percentage.
- Active School Council meeting twice a year to ratify school policies

Strategies to achieve these targets include:
- Update school website and provide increased local information
- Provide appropriate programs to increase engagement and attainment.
- Develop a Policy Review schedule

School priority 3 – Student Welfare

Outcome for 2012–2014
School will be an inclusive environment which affirms diversity and respects difference.

2012 Targets to achieve this outcome include:
- Increased percentage of students receiving license awards
- Decrease in students on discipline level system

Strategies to achieve these targets include:
- Anti-bullying programs and the anti-bullying policy are reviewed.
- Parents are encouraged as partners in the education of their children via homework and home reading programs

School priority 4 – Technology

Outcome for 2012–2014
Technology improves the number of students performing at or above expected outcomes

2012 Targets to achieve this outcome include:
- Introduce Sentral into school management
- Edupro to store all student learning data including standardised and non-standardised assessments

Strategies to achieve these targets include:
- Mathletics program and IWB resources to be in-serviced with staff
- The school Assessment & Reporting policy to be reviewed and to provide direction for staff regarding the role of Edupro in recording student achievement data.
- Learning Support team to utilize Sentral for LST referrals, keeping LST Meeting minutes and storage of student support plans
**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Newman - Principal  
Greg Hollins – Assistant Principal  
Sue Hurley – Class teacher  
Felicia King – Class Teacher  
Belinda Hunt – Class Teacher  
Di Brown – Reading Recovery

**School contact information**

Tuggerawong Public School  
Cadonia Rd.,  
Tuggerawong  
Ph: 4392 1542  
Fax: 4393 1650  
Email: Tuggerawong-p.school@det.nsw.edu.au  
School Code: 4097

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: