2010 Annual School Report
Tanilba Bay Public School

NSW Public Schools – Leading the way
Our school at a glance

Tanilba Bay Public School students from Kindergarten to Year 6 benefit from a broad, stimulating and innovative curriculum, with an emphasis on Literacy and Numeracy.

Once again this year our school offered a wide variety of diverse programs and experiences for students. Many of our students in 2010 have enjoyed being part of a choir, an Aboriginal dance group coordinated by Mr Aaron Taylor, recorder group, and dance group; some of these groups performed at regional events.

Our school recognises that each child is an individual, that all children are creative and that all children need to succeed. Therefore, Tanilba Bay Public School respects the individual needs of children; fosters a caring and creative environment and emphasises the social, emotional, physical and intellectual development of each child.

Students

Four hundred and thirty nine students were enrolled at the end of 2010. Students at our school are highly committed and involved in extra activities beyond the classroom and within the wider community.

Staff

I would like to take the opportunity to recognise the commitment of the teaching and support staff at Tanilba Bay Public School. I must firstly acknowledge the superb leadership team for the important role they play in making this school the outstanding success that it is. They have provided guidance and support throughout the year in management, training, pastoral care and curriculum development. As executive, they are motivated and endeavour to promote fundamental change within the school environment.

I would like to thank the teaching staff and support staff for the total care, commitment and dedication they show towards the students at our school. I consider myself privileged to have worked with such a dedicated and talented staff. I am very proud of the fact that all our students, regardless of their ability, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

I must not forget our dedicated school administration staff, who has worked so hard in keeping the school running efficiently. I would also like to acknowledge our wonderful cleaning staff and grounds staff for their outstanding work.

All teaching staff meet the professional requirements for teaching in a NSW Public School.

Significant programs and initiatives

Schools in Partnerships

In 2009 Tanilba Bay Public School community applied to become part of a NSW Government and Department of Education and Training initiative for schools to develop partnerships with the community to improve the outcomes for students. The initiative is known as Schools in Partnership (SIP) and our school will work over 3 years to build a better community where outcomes for all of our students improve.

The initiative targets schools with high percentages of Aboriginal students. Our school has an Aboriginal student population of 44. The funding for the program came as a direct response to the Aboriginal Education Review and the Two Ways Together strategy. While the focus is on improving outcomes for Aboriginal students, the whole student community and families will benefit.
Through SIP our school will:

- Value, respect and appreciate Aboriginal cultures and student identity as an intrinsic part of each school community’s culture;
- Develop and maintain genuine partnerships and engagement with Aboriginal parents, communities and interagency groups;
- Maximise educational outcomes for each Aboriginal student;
- Support quality teaching practices to better engage Aboriginal students;
- Increase successful engagement and participation of all students in education and training;
- Develop and implement, in collaboration with their local Aboriginal community, Aboriginal studies programs that contain culturally inclusive content relating to Aboriginal histories and contemporary issues.

The 2010 SIP core components include:

- Developing Personalised Learning Plans for all Aboriginal students.
- Providing Cultural Awareness training for all staff and community.
- Improving literacy, numeracy and quality teaching.
- Establishing an Advisory Committee which provides a strong voice for Aboriginal parents and community to be partners in the development of school policies, targets and programs.
- Increase the range and number of prior to school experiences for all children.
- Working in partnership with the local Aboriginal community to incorporate culturally inclusive content relating to Aboriginal histories and contemporary issues.

Outcomes Achieved by the SiP Program at Tanilba Bay Public School:

**Literacy support is explicit and embedded in all teaching and learning programs**

A feature of teaching and learning programs across the school has been the effective integration of Aboriginal perspectives across multiple KLA’s including literacy. A focus on the Quality Teaching Framework especially the dimension of significance and elements of inclusivity and engagement. All stages are analysing NAPLAN and school based assessment data to inform planning of teaching and learning as part of an explicit teaching program. Pre assessment strategies are utilised to inform teaching and post assessment data is used to evaluate teaching and learning program and to inform future teaching.

**Personalised Learning Plans (PLPs) provide individual learning goals for students that value students’ Aboriginal identity and improve learning and engagement outcomes**

The school has worked with the SiP advisory committee to develop an effective model for PLPs. School executive participated in regional professional learning to support improvement of the PLP practice. Whole staff professional learning took place to educate staff on the relevance of PLPs, why PLPs are significant, good practice with implementing PLPs and effective communication with parents and caregivers.

Direct outcomes of the PLP process include:

- A broader understanding by teachers of the parent’s expectations concerning their children.
- An understanding by staff of what parents consider important Aboriginal perspectives that should be taught to their children.
- Staff were able to learn about children’s interests and ambitions. This may not have been achieved due to lack of one-to-one time with individual students.
- A stronger relationship has been developed between parents and
caregivers and the school as a direct results of the PLP process.

School readiness project ensures that Aboriginal students commencing Kindergarten and their parents and caregivers feel comfortable in the school and understand how they and the school can interact with each other to support effective transition to school.

Working in partnership with the local Aboriginal community to incorporate culturally inclusive content relating to Aboriginal histories and contemporary issues.

- Community members joining the SiP advisory committee and playing an active role in the decision making processes.
- Through the funds allocated from Norta Norta, local Aboriginal people have been employed as reading tutors to assist Aboriginal students to improve literacy outcomes specifically in reading.
- The SiP committee has employed two local community members as Aboriginal Education Workers.
- The employment of Mr Aaron Taylor has led to the implementation of a senior Aboriginal Dance Group.
- An Aboriginal parent technology group has been established.
- An Aboriginal parent morning tea group has been established. This group will meet every Thursday morning with the intention of the members forming a playgroup for preschool students.
- The engagement of Renette Burgess SEO2 - Aboriginal Education Consultant in Aboriginal Languages and Aboriginal Studies, to assist in the creation of a K to 6 Scope and Sequence in an Aboriginal Studies unit.
- The Worimi Aboriginal Land Council visiting the school. A group of land council members including Mr Andrew Smith (CEO of the land council) performed songs and dance with the pre-school and early stage one students. The students were exposed to the local Gattang language. The Land Council group also worked with the students in the classroom on Aboriginal art and craft activities.
- There has been a marked improvement in relationships with the Aboriginal parents in our community. This has had a flow-on effect for the success of the PLP process. In Stage 3 95% of parents attended the PLP conference, in Stage 2 66% of parents attended the PLP process, in Stage 1 65% of parents attend the PLP process. Students whose parents did not attend the PLP meetings have had PLPs written for them. The school will continue working to engage parents in the PLP process.
- Teachers and students have demonstrated more pride in the Aboriginal culture. This is particularly evident for Aboriginal students who are part of the senior dance group. The dance group has injected a genuine feeling of pride in the students’ perception of their culture. Twenty of our students performed a traditional Aboriginal dance at the Tilligerry Festival. These students will also perform at the schools Speech and Presentation Day.
- A complete K to 6 scope and sequence of Aboriginal Studies. This has incorporated local community perspectives. The school has worked in conjunction with the Worimi Aboriginal Land Council to design and implement these units.
- The community perception of the school has improved and therefore the parents are more comfortable when coming to visit the school. The community no longer perceives the
school approach to Aboriginal studies as tokenistic.

Positive Behaviour For Learning

The Tanilba Bay Positive Behaviour for Learning team for 2010 consisted of Sue Wilson, Tony Gadd, Beth Howell, Karina Monaghan and Kerry Whitty. The team coach was Kerry Woodcock and in her absence, Amanda Nowland and Ken Brooks. During the year the school Minister for PBL, Emily Fagan, joined the team for their fortnightly meetings. In fourth term, it was decided that a parent representative would also join the team meetings. At a P&C meeting Molly Went and Wendy Taggart were elected as parent representatives and will begin attending meetings in 2011.

One of the main focuses for the beginning of the year was the Launch of PBL into the school community. This was to be a special occasion involving students, parents and community members.

The Launch Day began with an assembly opened by Mr John Ridgeway. Invited guests, Mr Lloyd Hogg, Jim Campbell, Tony Gadd and Shaye-Anne Garton spoke on each of the expectations of Be Safe, Be Respectful, Be Friendly and Do Your Personal Best. After each speaker, a banner displaying the logos and expectations was unveiled. An anti-bullying banner was also unveiled as this was also a focus for the PBL team. Each stage presented an item based on the theme of the expectations.

After the assembly, students were placed in groups and moved around the school taking part in frog-based activities. The day culminated with the staff band, “Steel”, performing in the hall for students and visitors. It was a highly successful day and lifted the profile of PBL at Tanilba Bay Public School.

The school, having decided on a frog emblem to represent the slogan “Leaping Ahead”, employed the services of a local graphic designer to design a series of frog designs suitable to use for school letterheads, badges and portable banners. From the designs, a number of suitable frog emblems were chosen to represent the images for the school purposes. Each class made a classroom display featuring various frog images and positive slogans.

Following the model of Hebersham Public School, the PBL team decided upon a badge reward system for those students who displayed all the elements of a PBL student, someone who consistently upheld the PBL expectations. The school ordered badges depicting one of the frog images selected and during 2011, over 200 badges were presented at stage assemblies.

A school pledge was developed by staff and students and each child was given a sticker chart for classroom purposes. The aim was that students would demonstrate examples of the expectations and be rewarded with a sticker by the class teacher. When the student had received forty stickers, the teacher was to hold a class meeting and through guided discussion students would be given feedback regarding their whole school behaviour. While this system worked well on most occasions, the method for awarding badges will be refined in 2011 with the introduction of timetables fortnightly class meetings where students can discuss their overall behaviour.

The PBL team worked with staff to complete the behavioural expectation matrices for outdoor playground areas. The allocation of Caught You Being Good cards continued to be a focus for teachers on playground duty. The introduction of behaviour books for playground duty teachers was also implemented as a way to follow-up minor breaches of the school rules. A major focus of the school was for staff to continually use the language of PBL when discussing student behaviour.

During 2nd term, PBL team members began to design the first lessons for each stage on Being Respectful. The aim of the lessons was to model the behaviours expected in all school settings.
One of the aims for 2011 is to further develop the lessons based on models from other schools.

In term 4, the PBL engaged the services of the Police Liaison Officer, Mr Rob Walsh, to present a talk on Cyber-bullying. This became necessary after a number of Facebook incidents in stage 3. This will be repeated in 2011.

The PBL team presented a short talk at the Kindergarten Orientation Day in order to ensure members of the school community are fully informed of what PBL means for our school. A PBL member also spoke to the P&C regarding the allocation of badges to students.

PBL has continued to play a major role in increasing school engagement and towards creating a positive culture at Tanilba Bay Public School.

**Student achievement in 2010**

In the National Assessment Program the literacy and Numeracy assessments are reported on a scale from 1 to 6 in Year 3 and from bands 3 to 8 in Year 5. NAPLAN test performance reflects the skills that our students were able to demonstrate on the day of the tests.

As a school we use NAPLAN data to reflect on individual student and group performance, modify teaching programs and to plan for whole school improvement programs. Student demographics change each year however the trends which become obvious over time to help us to reflect on areas requiring additional support or a renewed focus in our planning and teaching.

**Messages**

**Principal’s message**

Tanilba Bay Public School has a reputation as a “school of opportunity and achievement”. Our purpose is to strive for excellence in teaching and learning whilst providing a nurturing, positive environment.

The school’s four core Positive Behaviour for Learning expectations; Be Safe, Be Friendly, Be Respectful and Do your Personal Best, continue to guide teaching and learning programs. The expectations are explicitly taught and reinforced in class, at assembly, on the sporting field, attending excursions and in all other school environments.

This report will demonstrate that our students have consistently been engaged in relevant, engaging and rigorous quality learning experiences. Our school continues to offer an inclusive education within a school that is focused upon developing the whole child and our continual pursuit of excellence within academics, arts and sport. This year was full of many achievements, only some of them are in this report. A particular highlight was the community process which resulted in the commitment to have an interactive whiteboard installed in all our Stage 2 and Stage 3 classrooms, and as a result the high degree of student engagement that will take place. The highlights have been many and varied and we aim to capture some of these achievements in this report.

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 Antony Gadd

**P & C and/or School Council message**

The P & C have had a very busy, but successful 2010 with thanks to all our wonderful children and parents. We have had members working in the canteen, the classroom, in the community fundraising and assisting in events such as:

- Easter & Christmas raffles;
- Mother and Father day stalls;
- Fun Run;
- Entertainment Books & Toys;
- Pie Drive & Cookie Dough Fundraiser;
- Sausage Sizzle at the Tilligerry Festival;
- Glow wear stall at the Carols by Candlelight;
- The canteen under the excellent management of Robyn McDermott and volunteers. The canteen continues to
provide an excellent service and is a major source of fundraising for the P & C.

We did have an issue in 2010 which was the cancelling of movie night. The company we had originally booked, led us to believe that we would be getting a new release movie which unfortunately was not the case. After thorough consultation with the school community we decided the best option was to cancel the event.

Our biggest and most successful achievement this year was the review of the current school uniform. We undertook an extensive and rigorous evaluation and after thorough consultation with the whole school community it was decided we would introduce our new school uniform in 2010 and provide a two year transition period for our parents. The P & C were fortunate enough to be able to provide each child with a $5 discount on their first shirt. Our children are going to look great next year.

I would like to thank all involved for their help during 2010 and look forward to working with you all in 2011.

Ms Dawn Moth
P&C President

The PBL Launch Day was a huge success and we had many visitors come to our school to celebrate this occasion. The PBL expectations are Be Safe, Be Friendly, Be Respectful, being Bully Proof and of course doing your Personal Best. The students of Tanilba Bay have strived to do their best, and have tried extremely hard to receive their PBL badges. Students have been receiving badges since term 3 and so far 128 children have achieved them.

We have also been successful in identifying one of the biggest problems in most schools, bullying. Being Bully Proof is one of the aims of Positive Behaviour for Learning.

Senior Parliament was involved in being part of connected classrooms with Guilford Public School. This is where we were able to talk to some of the students from Guilford Public School through the smart board.

This year the parliamentarians have had many great ideas and have tried extremely hard to have their motions passed. In 2010 we lobbied for soap dispensers in all toilets, large toilet rolls installed in each toilet to prevent vandalism, sport activities such as the Gadd Cup, more fundraisers and for the start of the Green Team. We also raised funds towards Canteen, Stewart House and Batten’s Disease.

I am very proud to have been a part of these things throughout this year. I have enjoyed being in parliament and fulfilling my role as Prime Minister. I am grateful to have had the opportunity to be the leader of our school and I will be sad to leave. I hope the school is happy with the things we have achieved.

I wish the new parliamentarians of 2011 much success and I hope the school continues on the same path as its motto “Learning, Caring and Sharing.”.

Shay-Anne Garton
Prime Minister 2010

Student representative’s message
This year I have been privileged and honored to be elected to the position of Prime Minister of Tanilba Bay Public School 2010. The Parliament and I have achieved many things however from my point of view, the highlight of this year would be the launch of PBL also known as Positive Behaviour for Learning.
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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>288</td>
<td>265</td>
<td>246</td>
<td>226</td>
<td>232</td>
</tr>
<tr>
<td>Female</td>
<td>229</td>
<td>224</td>
<td>215</td>
<td>205</td>
<td>207</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance
In instances where students are absent for more than three days or where a pattern is emerging parents are initially contacted by phone to ascertain if the student is unwell or if there are any areas of concern.

Follow-up calls and meetings are held if required. On the rare occasion that the concern is not resolved then assistance is sought through the Home School Liaison Officer to assist families in ensuring their children attend school every day.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

<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>ES1HB4</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>ES1HB5</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>ES1HB6</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>S1HB1</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S1HB2</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S1HB8</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>S1HB8</td>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>S1HB3</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1HB7</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S2HB9</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>S2HB10</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S2HB15</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>S2HB17</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>S3HB11</td>
<td>5</td>
<td>11</td>
<td>26</td>
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<tr>
<td>S3HB11</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
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<td>S3HB13</td>
<td>5</td>
<td>8</td>
<td>30</td>
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<tr>
<td>S3HB13</td>
<td>6</td>
<td>22</td>
<td>30</td>
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<td>S3HB12</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>S3HB14</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S3HB16</td>
<td>4</td>
<td>23</td>
<td>31</td>
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<tr>
<td>S3HB16</td>
<td>5</td>
<td>8</td>
<td>31</td>
</tr>
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</table>

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>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Primary Part time teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Tanilba Bay Public School we have two indigenous classroom teachers, two indigenous Aboriginal Education Workers and two Norta Norta tutors.

**Staff retention**

Across 2010 our staff remained very stable. At the end of the year a permanent Assistant Principal transferred to an Assistant Principal position in another school and the school Principal secured a position at an alternate school due to the decrease in numbers and the reclassification of Tanilba Bay Public School from a PP2 to PP3.

**Teacher qualifications**

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

<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>25</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>192,933.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>261,438.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>316,873.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>67,342.61</td>
</tr>
<tr>
<td>Interest</td>
<td>12,525.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16,072.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>867,187.38</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 28,848.80  |
| Excursions                 | 54,161.03  |
| Extracurricular dissections| 44,214.02  |
| Library                    | 5,521.55   |
| Training & development     | 1,619.05   |
| Tied funds                 | 260,289.57 |
| Casual relief teachers     | 81,992.33  |
| Administration & office    | 48,441.93  |
| School-operated canteen    | 0.00       |
| Utilities                  | 44,572.46  |
| Maintenance                | 32,787.30  |
| Trust accounts             | 15,394.51  |
| Capital programs           | 17,700.99  |
| **Total expenditure**      | 635,543.54 |
| **Balance carried forward**| 231,643.84 |
Features this year included:
- Dance groups performing with distinction at the Hunter Dance Festival and at special assemblies;
- The choir performing at Speech and Presentation days, Tanilba Shores retirement centre, school and stage assemblies, and ANZAC Day;
- All students were involved throughout the year in their assemblies which showcased their musical, dramatic, public speaking and dancing talent;
- Students from all classes participated in the Tilligerry artshow with many of our entries being awarded prizes.

Sport

Sport continues to have a strong focus within our school. Our achievements, both team and individual are numerous, and include:
- Zone representation at cross country, swimming, athletics, soccer and netball;
- Regional representation in soccer, athletics and cross country;
- Taylor O’Neill, Tia Manton and Amber Mullin attended the state soccer trials;
- Amber Mullin achieved selection into the girls state soccer team;
- Participation in girls netball gala day;
- Participation by both junior and senior boys in the Knights Knockout, and
- Organisation of and participation in a local area soccer gala.

Other

Reading Recovery

Reading recovery is an early intervention program that has been designed specifically for students at risk with literacy. Students chosen for the program are in their second year of school.

In 2010 the allocation for reading recovery was 6 students per semester. 10 students completed the program successfully. Two students will require further assistance and monitoring in 2011. Most students now in Year two and Year three (who had previously been on the Reading Recovery program) produced pleasing results when monitored. They achieved the required benchmarks for their age. An allocation of four students per semester will be on the Reading Recovery program throughout 2011 due to a drop in numbers at our school.

Academic

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

![Graph showing percentage of students in bands for Year 3 reading](image-url)
Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Year 5 spelling

Year 5 writing

Year 5 grammar and punctuation

Percentage of students in bands:
School average 2008 - 2010
State DET average 2010
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>School average 2008 - 2010</th>
<th>State DET average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
<th>School average 2008 - 2010</th>
<th>State DET average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
<td></td>
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**Significant programs and initiatives**

**Aboriginal education**

A staff member of Tanilba Bay Public School always attends the AECG meetings that are held at Murrook and shares our accomplishments with them and the attending schools.

Aboriginal perspectives are included in classroom teaching across the curriculum and the school promotes Aboriginal culture and reconciliation through visits by Aboriginal performers.

An Aboriginal Dance Group takes place weekly with Aaron Taylor who teaches the aboriginal students traditional dance.

Our cultural dance group (Wangga) performed for the first time at the Tilligerry Festival and they demonstrated superb skills and professionalism.

We were very honoured by the presence of our Elders and Andrew Smith, C.E.O. of the Worimi Land Council, here to attend our smoking ceremony for our meeting place. They also participated in educating and entertaining our kindergarten staff and students during our orientation period.

Our ‘Shake a Leg’ and ‘Norta Norta’ programs assists students with numeracy and literacy skills. Our Aboriginal and Torres Strait Islander students have thoroughly enjoyed participating in this program.
Multicultural education
Tanilba Bay Public School ensures that its practices and procedures are consistent with the departmental anti-racism policy; it also includes anti-racism education strategies in school plans and teaching and learning programs. The school has nominated an Anti-Racism Contact Officer. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviors.

Respect and responsibility
As a PBL school we have continuously worked towards positive outcomes for all members of the Tanilba Bay Public School learning community during 2010.

During 2010 we have continued to reinforce our PBL core expectations. The PBL expectations are taught explicitly throughout the school as part of our school programs.

Part of being a PBL school includes undertaking both self-assessment and assessment surveys conducted by the PBL team to facilitate changes and decision making formulate positive action plans each year.

Data results and team discussions have lead to the continued implementation of the following programs:

- Buddy Classes K-6;
- Kindergarten Buddy system;
- Continuation of school reward system;
- Further development of the “Caught you being Good” program

Students are rewarded throughout the year for their behaviour and academic achievements.

Connected learning
At Tanilba Bay Public School we believe that technology facilitates engaging and interactive learning. Our students are given the opportunity to develop learnt knowledge through video creation, including editing within iMovie, creating podcasts and participating in interactive lessons in most classrooms using interactive whiteboards.

All classrooms throughout the school have computers that are networked. Students manage their own work in their own account.

Students regularly engaged in online learning programs and developed their skills utilizing a variety of technology resources. Interactive learning activities are used in all Key Learning Areas in classrooms to develop a deeper knowledge and understanding in all subjects.

Other programs

Learning Support Team
The Learning Support Team consists of the Principal (Tony Gadd), Relieving Assistant Principal (Annique Joncevski –Power), School Counsellor (Pam Peterson) and Support Teacher Learning (STL) (Pauleen Miller and Brin B). This team meets on a weekly basis to discuss children’s progress, review programs and timetables of support and to prepare applications to support students in need. In 2010 the Learning Support Team has continued to be active in tracking programs and achievements of students experiencing learning difficulties. In 2010 Stage 2 and 3 students were a focus for STL assistance in semester 1 and Stage 2. Stage 1 and Early Stage 1 students were the focus in semester 2. Students who progress from STL assistance are regularly assessed to maintain their level of development and achievement. The Learning Support Team has co-ordinated the use of funding to ensure the best use of these resources. The Learning Support Team regularly reviews the student’s progress and as a result has maintained a high level of success with the development of teaching and learning programs. Review meetings, with parents, are conducted on an annual basis. As a team we continue to actively seek assistance from regional itinerant support teachers and integration support teachers to help establish, maintain and review individual learning programs that best suit the needs of individual students. In 2010 the Learning Support Team developed a Learning Support Team Policy that will be reviewed on an annual basis.
Progress on 2010 targets

Target 1

To improve student growth in literacy

- Analysing individual student needs and providing the appropriate level of support;
- Differentiating a professional learning program for teachers to support literacy;
- Continue to be focussed on the explicit teaching of writing and spelling;
- Ensuring that the school’s assessments from Year 1 – Year 6 are consistent in terms of assessing students at stage appropriate levels.

Our achievements include:

- Greater or less than expected growth in comparison to rest of state;
- 76% of K-2 students at this point in time have achieved the HCC reading level targets;
- 57% in Year 3 were represented in the top 3 bands; 43% in Year 5 were represented in the top 3 bands.

Target two

To improve student growth in Numeracy

- Professional learning undertaken to analyse student performance and targeted support;
- Tailor teacher professional learning to embed the Quality Teacher Framework into all Go Maths lessons;
- Structure opportunities for teachers to collaborate with lesson preparation and assessment;
- Ensuring that the school’s assessments from Year 1 – Year 6 are consistent in terms of assessing students at stage appropriate levels;
- Provide opportunities to enhance parent and student involvement in learning.

Our achievements include:

- As part of TARS all classroom teaching and learning programs now clearly identify a variety of student needs as indicated in pre and post assessments;
- All stage teachers are now using a consistent approach to assessment. This was reflected in our Semester 1 reports where our scales of A-E were consistent with the school’s NAPLAN results, in all strands of Math;
- 33% in Year 3 were represented in the top 3 bands; 35% in Year 5 were represented in the top 3 bands.

Target 3

To improve student welfare across the school

- The development of matrixes in all school settings that outline required behaviour as part of the Positive Behaviour for Learning initiative (PBL);
- An evaluation of PBL conducted by the Hunter Central Coast “Coaches”.

Our achievements include:

- A decrease in the amount of playground, classroom and bus incidents;
- More than 90% of students, staff and community knowing, understanding and following the key principles of PBL;
- There has been an 11% decrease in minor incidents occurring on the playground and a 10% decrease in classroom incidents. At this stage there has not been a decrease in bus incidents as this is a focus area for term 4;
- The HCC “coach” and the PBL team have 100% of staff knowing, understanding and following the key principles of PBL. Mrs Kerry Woodcock (HCC Coach) will be conducting the school community survey (which includes students, parents and community members) by the end of Term4 2010;
- All classes now consistently use the “Time out” buddy class system with
children who display inappropriate behaviours; playground reporting books now used and information acted upon; PBL pledge system initiated and now embedded into daily practice.

**Target 4**

To *increase the number of parents and community members actively engaged in the operation and decision making of the school.*

- Increase the number of parents that attend P&C meetings by reviewing meeting times, agenda items and meeting format;
- Develop a top ten priority list through a school priority survey;
- Increase the participation levels of parents and carers by introducing the role of Classroom Parent Representatives (CPR);
- Invite parent and community members to participate as priority team members through the SIP program and school improvement teams.

Our achievements include:

- Increased P&C attendance and parent participation in school events and decision making;
- Top ten priority list developed and identified priorities addressed in the annual strategic management;
- Implementation of CPR program K-6 where all classes will have a parent representative actively involved in school decision making;
- Greater number of community members actively involved in task teams and priority groups.

**Educational and management practice**

**Background**

In 2010 Tanilba Bay Public School developed a parent survey which focused on how effectively the school communicates and promotes itself to the community.

**Findings and conclusions**

School publications:

- 60% of parents surveyed strongly agree or agree that they use the school website to access information;
- 97% of parents strongly agree or agree that Tanilba Bay Public School produces high quality newsletters after changes implemented throughout 2010;
- 92% of parents believe Tanilba Bay Public School produces high quality publications.

Promotion of the school:

- 42% of parents believe that Tanilba Bay Public School promotes itself in local newspapers;
- 81% of parents believe the school promotes itself to the local community;
- 72% of parents believe the Tanilba Bay Public School brochures promote the school.

Manner of communication:

- 82% of parents believe that teachers communicate effectively to parents;
- 89% of parents believe that the administration staff communicates effectively to parents.

**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 2010 our school carried out evaluations in the areas of Educational Management (communication with our community), Curriculum (spelling) and parent, student and teacher satisfaction.
Effectiveness of communication:
- 89% of parents believe that the school provides regular information about upcoming events;
- 85% of parents believe that the school provided clear information about student achievement and performance.

Future directions
The school and Community will continue to improve their methods of communication. The school will continue to focus on improving teacher communication with parents. Leaders will continue to make promoting the school a focus with visible leadership. The school website continues to be a source of information for parents and the community with an average of 400 viewings per week. Expanding the website to include student work samples and specific Homebase pages will further promote our school and teaching learning programs.

Curriculum
To further develop and improve the Tanilba Bay Public school’s English – Spelling program, several surveys were conducted. A cross section of students in grades two to six, 17 staff members and 56 parents completed the survey. The surveys provided information about how spelling is taught in our school, as well as parent and student perceptions of the teaching of spelling within our school. 2010 was the second year in the implementation of the new spelling scope and sequence. Parents, students and staff were asked to evaluate the whole school approach to spelling and the findings are presented below.

Findings and conclusions
Student survey responses indicate:
- 55% of the students surveyed indicated that they mostly enjoyed Spelling Mastery lessons. 16% indicated that they never enjoyed the lessons;
- Overwhelmingly, students in our school recognise that the Spelling Mastery program is helping them during class writing activities, with a positive response of 73%;
- 70% of students surveyed felt that their spelling was improving with time. 45% feel that they are not good at spelling;
- 82% of students felt that correct spelling was important to them and their learning, with 60% indicating that they are proud of the results they achieve during weekly spelling tests;
- 77% of students value the importance of theme or topic words in complementing the teachers spelling program, indicating they help with written activities in class.

Parent survey responses indicate:
- 69% of parents who completed surveys, agreed that their child either mostly or always value the importance of correct spelling;
- 41% of parents feel that their child is confident with spelling;
- 56% of parents indicated that their child rarely or never talks about the Spelling Mastery program, with an overwhelming majority of 88% indicating they have limited understanding of the program;
- 59% of parents who completed surveys felt that their child’s spelling has improved since the implementation of the schools new scope and sequence, whilst 10% felt that results in their children had not improved;
- 77% of parents felt that more time should be allocated to the teaching of spelling at school;
- 76% of parents surveyed felt that the weekly lists studied for homework were useful in developing their child’s skills in spelling and writing texts of different genre;
- 46% of parents felt that their child’s teacher rarely or never gives any feedback about spelling to the students.

Staff survey responses indicate:
- All teachers surveyed agreed that the current allocated time of three half hour sessions per week for Spelling Mastery lessons is adequate;
- 77% of teachers believe that the students in their class have demonstrated improved results in
spelling during every day writing activities as a result of Spelling Mastery;
• All teachers in our school structure class spelling lists according to the ability levels of the students, with all teachers agreeing they value quality work and communicate this to the students;
• 84% of teachers surveyed approach the teaching of class spelling in an integrated manner across the other key learning areas;
• 69% of teachers, either mostly or always provide regular feedback to their students about their progress in spelling;
• All class assessment processes provide information to the teacher about student strengths and areas for further development.

Future directions
It has been indicated, through NAPLAN results and class assessments that improvement in student spelling results is evident following the implementation of the Spelling Mastery program in 2009. This opinion was also reflected in the survey results from classroom teachers. Therefore, the school will continue making Spelling Mastery the basis for the teaching of spelling in our school.

As a result of direct feedback from teachers and parents we will explicitly communicate to parents about what the Spelling Mastery Program is. This will include parent/teacher workshops outlining the program and lesson content, why we are committed to the program and what we aim to achieve.

The issue of time management in the teaching of writing will need to be addressed, to ensure spelling is being taught within an integrated approach across all key learning areas.

The ongoing professional development of teachers in the area of spelling and writing will play an important part in developing improved results in this area.

Valuing quality in student work samples will remain a focus, with the view to further encourage a higher level of academic achievement.

Other evaluations
Student Satisfaction
In 2010 the school sought the opinions of students from Years 2 -6 about school life at Tanilba Bay Public School. Opinions where sought about; general happiness and willingness to come to school each day, the success they feel as a student and the ways in which students feel they achieve their full potential as a learner.

Findings and Conclusions

Student survey responses indicate:
• 92% of students felt they really liked coming to school each day, while 89% never feel lonely or isolated in the school setting.
• When asked about how fair they felt their teachers were to them, 84% agreed or strongly agreed the teachers at Tanilba Bay Public School treated them fairly.
• 98% of students feel that they are taught to get along with other children, and that this has a positive impact on the ways in which they interact with others.
• 92% of students feel that they are accepted by others for who they are.
• 87% of students feel that they are a success as a student, with 81% believing that they have strategies which enable them to cope with the work given to them by their teachers.
• 80% of students surveyed believe that the work given by their teachers has relevance to them and prepares them for their future.
• 87% of students surveyed think that learning at school is fun, with only 54% demonstrating a willingness to do extra work at school.

Future directions
The school will continue the many playground initiatives and maintain the K-6 guidelines for safety during recess and lunchtime via the PBL program. The continuation of PBL and the Kindergarten buddy program will continue to support children in feeling happy and safe whilst attending school. The school values of being Safe,
Respectful, Friendly and Personal Best Learners, were introduced throughout 2010 and need to be fully implemented and reinforced during 2011. Relevance of curriculum to support student engagement in catering for diversities will continue to be a priority at Tanilba Bay Public School.

**Professional learning**

The majority of Professional Learning for staff in 2010 concentrated on our target areas of Numeracy and Literacy. Staff attended weekly professional development meetings as well as courses provided by the Department of Education and Training.

- Accelerated Literacy for Stage 2 staff;
- Quality Teaching Framework: Specifically elements 1 & 2;
- Policy development finalizing and implementing five new policies;
- Technology and the use of interactive whiteboards;
- Implementation and the technology skills required for the connected classroom.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*Increase the number of students achieving grade outcomes in literacy by 10%*

Strategies to achieve this target include:

- PM Benchmarking all students in literacy in year groups;
- Training and Development for all teachers in utilizing the Quality Teacher Framework in conjunction with the English Syllabus:
- Implementing a whole school literacy session of 120mins per day;

Our success will be measured by:

- Students in Year 5 will have improved by at least one skill band in NAPLAN;
- The number of students achieving grade outcomes will have improved by 10%;
- Teachers having a greater understanding of the English syllabus outcomes and classroom practices will reflect the Quality Teaching Framework;

**Target 2**

*Increase the number of students achieving grade outcomes in Numeracy by 10%*

Strategies to achieve this target include:

- Implementing a Numeracy session of 90 minutes per day across all classes;
- Ensuring all staff have a deep understanding of the Mathematics Syllabus and teaching and assessment strategies reflect Quality Teaching Framework;
- Ensuring that students not achieving grade outcomes receive additional support.

Our success will be measured by:

- At least 40% of students in Year 5 are achieving either band 5 or band 6;
- All students in Year 5 improve at least one skill band in NAPLAN;
- The number of students achieving grade outcomes will have increased by 10%.

**Target 3**

*To increase the participation of our community in the education of our students.*

Strategies to achieve this target include:

- Engaging senior members of the community in our Reading Program;
- Providing forums for discussion about “How Children Learn”;
- Engaging parents and community members as mentors and coaches.

Our success will be measured by:

- An increased number of Reader helpers, mentors and coaches;
• The number of parents attending educational forums or focus group discussions to be greater than 20;
• The number of mentors and coaches to increase from 2010.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed 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.

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Ms Annique Joncevski – Power Assistant Principal
Mrs Susan Wilson – Assistant Principal
Mrs Dawn Moth – P & C President
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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: http://www.schools.nsw.edu.au/asr