2009 Annual School Report
Tanilba Bay Public School

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

Students
Total enrolment at the end of 2009 was 414. There were 219 boys and 195 girls. There were 17 classes.

Staff
The school had 22.2 teaching staff. This included five executive staff and 13 classroom teachers. Additional staff included a teacher librarian, support teacher learning assistance, a reading recovery teacher and relief from face to face teacher.

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

Significant programs and initiatives

Best Start
This year our school was selected to participate in the BEST Start Kindergarten assessment program. This initially involved teachers training in the assessment process. All Kindergarten students were assessed in Literacy and Numeracy on the knowledge and information they had acquired prior to commencing Kindergarten. The testing took place in the first five weeks of school. This information was then reported back to teachers so they could tailor their programs and class activities to better suit the individual needs of the students in their class. Parents were also given an outline of support they could give their child at home. This was followed up throughout the year with ongoing professional development and implementation of new tracking procedures for use in the classroom. The in-service courses were attended by all Kindergarten teachers which involved lots of hands on activities and practical ideas to take back to the classroom.

The program will continue in 2010 with assessment occurring in the first two weeks of school. This will give our teachers valuable information to commence the planning and teaching processes for our new Kindergarten students.

Positive Behaviour for Learning (PBL)
PBL is a school wide system that encourages positive behaviours in all students. The expectations, behaviours and language of PBL are known by all staff and students and managed consistently.

A Tanilba Bay PBL team was selected and attended the Positive Behaviour for Learning training during term three 2009. The team regularly meets on a fortnightly basis with their team coaches, Mr Barry Hunkin and Ms Kerry Woodcock.

In term four the PBL team led a staff training session to implement the basis of PBL and to outline the benefits it should provide to the school. The staff then worked together to select the expectation language for the school community. They chose four expectations: Be Friendly, Be Safe, Be Respectful and Do Your Personal Best. The PBL team utilised data provided through welfare notifications and RISC. The data gave a clear picture of what systems needed to be put into place to best assist students in achieving the expectations.

The school-wide reward system that was already in place was given a much higher focus with an increase in the giving of the Caught You Being Good tickets to reward positive behaviour. The tickets are placed in a purpose-built box and ten tickets are drawn out at each fortnightly assembly. These ten students are given a canteen voucher. A further four tickets are drawn and these students play on the Nintendo Wii in HB1 with Mr Gadd.

In a further incentive for positive behaviour, parliamentarians also count the number of tickets from each class in the box and a trophy will be presented to the winning class, along with an icy-pole for each student.

The school also holds a Reward Day twice a term to reward those students who consistently demonstrate the positive behaviours of Tanilba Bay Public School.

Some changes were made to the behaviour notification forms in order to assist in the collation of data. i.e. Where do negative behaviours occur more regularly? When do most incidences occur? This information can assist the school community in its proactive approach to discouraging negative behaviours.

PBL news is communicated to the school community through the newsletter. A team member has also met with the P and C in order to keep all community members informed.

The team’s coaches monitor the school’s progress through regular, formal assessments. After the second assessment it was found that the school has made significant progress in the implementation of PBL, with positive and measurable results.

Other significant initiatives in 2009
A highlight of 2009 was the School Performance Night. This performing arts activity was inclusive
and facilitated staff, parents and caregivers and students working together to provide a creative outlet for our students. This activity was a highlight of 2009.

Academically the school continued to focus on further development of Literacy initiatives from 2008 and had particular success improving Writing NAPLAN results working in partnership with the Hunter River High School Cluster of Schools.

Mathletics continues to be successful and this significant investment by the school is a great link between home and the school and allows students and parents to work on study together in a non-threatening way. In 2009 the school also purchased access to Spellodrome. We are sure this will be as successful as Mathletics.

The school submitted a detailed Expression of Interest to be involved in an initiative of the Aboriginal Education and Training directorate called Schools in Partnership and were successful. For three years the school will have an extra $106 500 to target towards working together with the local community to improve academic outcomes for all students.

The school also continued to support Sports in Schools and this was highly successful once again. A survey was conducted in 2009 to ascertain if the school community wanted to continue the initiative and the response was an overwhelming affirmative.

Student achievement in 2009
Student achievement in NAPLAN 2009 was a distinct opportunity for celebration by the school community.

- Student achievement averages in NAPLAN 2009 Year Three reading exceeded the state average.
- Student growth averages from Year Three 2007 to Year 5 2009 exceeded state and like school group averages in reading, writing and numeracy, all of the measurable areas.
- 99% of students in Year Three 2009 achieved at or above national benchmarks in reading, spelling and punctuation and grammar in NAPLAN 2009.

Messages

Principal's message
2009 was a certainly a busy year for our school. The staff, students and community continued to work very hard in partnership to continue improving student results in literacy and this year the school had real cause to celebrate as in NAPLAN 2009 Year Three students achieved well above the New South Wales state average in reading and Year five demonstrated excellent growth from Year three to year five in all areas of literacy.

The School Performance Night was a highlight of the year, a great testament to the entire school community as teachers, grandparents and parents worked together to choreograph routines and design costumes and sets to produce a highly entertaining show. The show was highly inclusive with all students in the school having a role or working on a set. I am very proud to be working in a school that provides this opportunity to the students and community.

The staff at Tanilba Bay Public School remains committed to providing high quality education to the children of the Tilligerry Peninsula. This report outlines the work the school undertook in 2009 as we continually strive to improve the work we do. I would like to thank Mrs. Sue Hamilton who has supported the school to write the 2009 Annual School report and the many staff and community members who have contributed.

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.

Tony Gadd
Principal

P&C and/or School Council message
2009 has been a great year for parents and the community to show how much they want to assist our children's education. We have had members working in the canteen, in the classroom, out fundraising and assisting in events such as the fun run. The canteen continued to be well used by students and Mrs Robyn McDermott continues to provide an excellent service. The canteen is a major source of fundraising for the P & C.

The P & C happily contributed $2000 to performance night to enable teachers to provide professional looking costumes and props.

Successful activities for this year include:

- Easter Raffle
- Mother's Day Stall
- Fun Run
- Father's Day Stall
- Christmas Raffle
- Glow-wear stalls at Carols by Candlelight.
This year the P & C will hand over $15000 to the principal. This money will go toward purchasing new home readers for all stages and additional reading texts for all classes.

I would like to take this opportunity to thank all committee members for their time, commitment and hard work during 2009.

Ms Dawn Moth
President

Student representative’s message
As Prime Minister in 2009 I shared many wonderful experiences with my fellow Ministers. We celebrated many academic, sporting and personal successes. I would like to take this opportunity to thank the teachers and students of Tanilba Bay Public School for the absolute privilege of serving as your Prime Minister throughout 2009. It has been a year of personal growth and I have enjoyed the challenges and duties my role has presented me with.

To the incoming Ministry for 2010, I would like to take this opportunity to wish you every success in your new roles and I entrust that you will uphold the traditions of this great school.

Taylah Plummer
Prime Minister

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
In 2009 the school had 424 students at the February Census date. This facilitated the formation of 17 classes. Tanilba Bay Public School draws its students from Oyster Cove, Tanilba Bay, Mallabulla and Lemon Tree Passage communities. The percentage of Aboriginal and Torres Strait Islander students has decreased slightly to 10%.

Student attendance profile

Management of non-attendance
Student non-attendance at Tanilba Bay Public School is addressed in line with New South Wales Department of Education and Training Policy. Parents and Caregivers are expected to provide an appropriate explanation for all absences from school and instances when students arrive late or leave early from school. Parents and Caregivers are contacted after a child is absent for two days in order to provide a suitable explanation for the absence. The school aims to maximise student engagement to encourage all students to attend.

Louise Alterator and Aysha Arnold ready for a great day at school.
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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>ES1HB4</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>ES1HB5</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>ES1HB6</td>
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<tr>
<td>S1HB1</td>
<td>2</td>
<td>10</td>
<td>24</td>
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<tr>
<td>S1HB2</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1HB3</td>
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<td>S1HB7</td>
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<td>S2HB10</td>
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<td>S2HB15</td>
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<td>S2HB16</td>
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<tr>
<td>S3HB14</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

Structure of classes
The 17 classes have been established according to curriculum stages. There were 3 multi-year group classes, one in Stage one, one in Stage two and one in Stage three.

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
<td>13</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Part time teacher</td>
<td>0.7</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.4</td>
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<tr>
<td>Total</td>
<td>25.33</td>
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</table>

Under the new National Education Agreement (2009) guidelines, schools must report on the Indigenous composition of their workforce. Principals should report the Indigenous composition of their school’s workforce on the basis of the information available to them. At Tanilba Bay Public School in 2009 the school had two full time permanent indigenous teachers, one School Learning Support Officer and three individuals employed as School Learning Support Officers for targeted Aboriginal students as part of the Norta Norta program.

Teacher qualifications
All teaching staff meets 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>85</td>
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<tr>
<td>Postgraduate</td>
<td>15</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>231 244.70</td>
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<tr>
<td>Tied funds</td>
<td>168 568.90</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>8 295.49</td>
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<tr>
<td>Trust receipts</td>
<td>15 766.19</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>804 468.20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>63 644.74</td>
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<tr>
<td>Excursions</td>
<td>25 897.62</td>
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<tr>
<td>Extracurricular dissections</td>
<td>40 781.23</td>
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<tr>
<td>Library</td>
<td>7 820.99</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>275 069.32</td>
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<tr>
<td>Casual relief teachers</td>
<td>76 650.99</td>
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<tr>
<td>Administration &amp; office</td>
<td>49 335.99</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>36 960.69</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>14 903.17</td>
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<tr>
<td>Capital programs</td>
<td>205.44</td>
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<tr>
<td>Total expenditure</td>
<td>611 534.48</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>192 933.72</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general
meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Tanilba Bay Public School has maintained a variety of creative and performing arts activities throughout 2009.

All students were involved in the Lemon Tree Passage Art display. This gave students the opportunity to showcase their artworks around the theme; "Where we live".

The junior and senior choir were fortunate enough to be asked to perform at the Tilligerry festival. Many students also enjoyed this opportunity by performing their class routine/dance at the festival also. In 2010 our links will continue to grow with the Tilligerry festival committee.
Stage Three dance group successfully auditioned for the Hunter Dance Festival where they performed in June at The University of Newcastle. The students have enjoyed and been entertained by the visiting performances of:

- Joffa’s toon school
- Opera Cinderella
- Worimi Dancers from Hunter River High School

Sport
At Tanilba Bay Public School our students are provided with a range of sporting opportunities at a competitive and recreational level. There is a strong emphasis on the development of skills and the value of fair play and sportsmanship.

The school was represented in PSSA knockout competitions in Rugby League, Netball, Touch Football, Boys and Girls Soccer. The students displayed outstanding sportsmanship in all matches.

At the end of term two a successful soccer gala day was held with Wirreanda Public School, Medowie Public School, Tomaree Public School and our school. There were 8 teams competing with a total of over 120 school children from the schools participating. At the same time the Northern NSW Soccer Federation ran a development clinic. The day was a huge success, not only strengthening links with our local schools but we also managed to raise over $1500 for the Tilligerry soccer club. A similar Gala day will be held during 2010.

All children at Tanilba Bay Public School were involved in weekly physical education programs across all stages. Emphasis has been placed on healthy habits and development of sport skills.

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 2009 the allocation for Reading Recovery was 6 students per semester. 16 children entered the program. Of these children, 12 children completed the program successfully. One student will continue the program in 2010 due to arriving at Tanilba Bay late in the year. Three students will require further assistance and monitoring in 2010. 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.

The allocation of six students per semester will continue in 2010.

Brain Gym
In 2009 Stage One introduced Brain Gym to all students in Year One and Year Two. Brain Gym is a program of 26 movements that enhance learning and performance in all areas. Brain Gym is similar yet different to other movement programs in that Brain Gym helps to increase flexibility and coordination, but differs from other programs because it also provides specific activities to facilitate brain function for physical skills required for activities such as reading, writing and spelling.

All children thoroughly enjoyed the program. Stage One teachers have seen benefits with the children and will continue the program in 2010.

Mathletics and Spellodrome
Tanilba Bay Public School has been fortunate enough to have Mathletics for the past two years. Mathletics engages students with a personalised, responsive and challenging resource that inspires enjoyment in Mathematics and an innate drive to improve results.

As part of World Math’s Day, held on 4th March each class had a representative to compete in the on-line competition. Kane Chester (Year Two) answered over 10 000 questions correctly and was given a special commendation from Mathletics.
Due to the success of the program Mathletics will continue in 2010 and we are trialling a literacy program Spellodrome.

**Easter Hat Parade**
The Thursday before Easter Kindergarten, Year One and Year Two had their annual Easter Hat Parade. Students wore some very decorative hats and had a fun time singing Easter songs. Parents also enjoyed the event with over 150 parents and Grandparents being entertained by the students.

**Excursions**

**Early Stage One**
Kindergarten students enjoyed their excursions to Oakvale Farm and Somersby Reptile Park. During third term as part of Book Week celebrations they also had a Teddy Bears Picnic. Students enjoyed each of their adventures, returning to school and creating artworks and enthusiastically writing recounts of their days.

**Stage One**
The Human Society and Its Environment (HSIE) unit in term three focussed on Living Things. The unit looked at how plants and animals grow and develop. All Stage One students attended the Hunter Valley Gardens at Pokolbin and were given the opportunity to make a grass head.

The second phase of the excursion had students visiting each area of the gardens. We were fortunate enough to see the Rose Garden in full bloom with over 8000 roses on display. A favourite with all the children was the storybook gardens where we saw all our favourite fairytale characters. Students and adults had a wonderful day and thoroughly enjoyed themselves.

**Stage Two**
Stage Two travelled north to Tea Gardens in 2009 and spent a wonderful three days at The Great Aussie Bush Camp. They arrived in the middle of the worst dust storms in living memory but stayed indoors and had a talent quest until the storm had passed. At the camp the students stayed in cabins and the food was fantastic. The students were catered for in a replica of Uluru and experienced canoeing, a Giant Swing, yummy damper making, a games activity night, catapult building, Bungy trampolining, bush walks and held a County Fair to see who could raise the most money. The students also visited the sand dunes on Hawk's Nest Beach and discussed how the local Aboriginals lived and survived in this area. The students learned to take nothing from this sacred area other than their memories. The students did have some fun rolling down the big sand dunes too. A visit to Jimmy's Beach cooled everyone down. Staff and students were very fortunate to have exceptional weather for the remainder of the camp.

**Stage Three**
In week nine term four 2009, ninety-four stage 3 students, four teachers and one school support officer embarked on a school excursion to Milson Island. The school has chosen Milson Island as an excursion centre every second year for the last eight years as it provides outdoor experiences that challenge all students and activities that they would not normally have access to.

The cost of the camp was $290. This included bus and ferry transport to and from the island, all meals and morning and afternoon tea for five days and four nights. While most families were able to meet the costs of the camp, the school assisted twelve families to ensure that no child was excluded from the camp for financial reasons. The offer of financial assistance in cases of hardship was outlined in a school newsletter.

At the Milson Island camp, students were placed into groups of approximately 23. Each group was assigned a fully qualified sports and recreation or Physical Education trained, instructor for the duration of the camp.

Some of the activities that students were able to participate in were: abseiling, canoeing, rope-walking, giant swing, fencing, rock wall climbing, and campfire cooking and adventure bushwalks.

Night time activities were run by the Milson Island staff and the students of Tanilba Bay joined together with a small Sydney school to participate. These activities focussed on team building and cooperation. The final night’s activity was a disco where the students were given the opportunity to showcase their acting, dancing and singing skills. The Milson Island camp was a well-deserved reward for the Year Six students and an excellent opportunity for the Year Five students to develop the qualities that will service them well in leadership positions for 2010.
**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 the 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 2009 performance in Literacy elements of NAPLAN was overall above state average.
- 74.3% of students at our school achieved in the top 3 bands of NAPLAN reading in 2009. 4.6% higher than the state average.
- 73% of students at our school achieved in the top three bands in NAPLAN writing in 2009. 5.5% lower than the state average.

**Numeracy – NAPLAN Year 3**

- Year 3 results in NAPLAN 2009 continued to improve on previous years and were better than 2008 and 2007.
- 58.3% of students at our school achieved in the top three bands in numeracy. This was 12.5% more than the like school average.
55.7% of students at our school achieved in the top three bands for NAPLAN writing in 2009. This was 10.4% higher than the like school group average and 8.3% lower than the state average.

53.6% students achieved in the top three bands in NAPLAN 2009 reading. This was 15% higher than the like school group average and 6.9% lower than the state average.

Average student growth in literacy from Year 3 2007 to Year 5 2009 was significantly above like schools and the state average.

Student growth in writing exceeded both the like school group and state average growth in both reading and writing from 2007 to 2009.

Student performance in year 5 NAPLAN numeracy was significantly below state average.

55.7% of students achieved in the top three bands in 2009. This was 6.5% higher than the like school group average.
average and 15.4% lower than the state average.

Progress in numeracy

- Student growth in Numeracy from year 3 2007 to year 5 2009 exceeded the state and like school group average

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 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------|------------------|
| Reading                 | 99               |
| Writing                 | 97               |
| Spelling                | 99               |
| Punctuation and grammar | 99               |
| Numeracy                | 96               |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|-------------------------|------------------|
| Reading                 | 87               |
| Writing                 | 91               |
| Spelling                | 93               |
| Punctuation and grammar | 90               |
| Numeracy                | 97               |

Significant programs and initiatives

Aboriginal education

Students at Tanilba Bay Public School are taught Aboriginal Education as a perspective in teaching and learning units in Key Learning Areas. Teachers recognise that culturally appropriate lessons in Aboriginal education respect Aboriginal people, culture and traditions. They are working to promote reconciliation and recognise Aboriginal cultures and custodianship of country through protocols such as Acknowledgement of country at meetings and assemblies.

Teaching programs are designed to integrate Aboriginal education into units of work, particularly in the Key Learning Areas of Human Society and its Environment and Creative and Practical Arts.

In 2009 Tanilba Bay Public School applied for additional funds and support through the Schools In Partnership Program (SiP). This is a NSW Government initiative for school with significant Aboriginal student populations. This grant will assist schools to build capacity and strengthen partnerships with community members and other agencies. Tanilba Bay Public School has formed a SiP advisory committee that will include people with a wide range of skills, experience and backgrounds that will represent the local community and have the ability to support school improvement. The committee will be working towards achieving the following goals:

- the needs and priorities of the school and its community;
- the aims and directions of the school;
- the development, implementation and evaluation of the school plan;
- the development, implementation and evaluation of the Schools in Partnership plan;
- strengthening the partnerships between the school, parents and broader community;
- strengthening the role of the school within the community;
• strengthening community understandings of the school’s role, purpose and function;
• dissemination of information to the school community regarding the Schools in Partnership initiative;
• liaison with regional consultants and community development officers;
• seeking advice from regional and state office.

Multicultural education
Inclusive educational practices are a feature of school activities at Tanilba Bay Public School. Lessons and school practices promote a racism free learning and working environment.

Each teaching and learning program ensures inclusive teaching practices which recognise and value the backgrounds and cultures of all students. These programs promote an open and tolerant attitude towards different cultures, religions and views.

Respect and responsibility
Values education permeates all aspects of school life, and respect and responsibility are important aspects of values education.

Respect and responsibility is what every teacher promotes when teaching. The children are exposed to explicit lessons through the schools You Can Do It program, Positive Behaviour for Learning Initiative, class lessons and assemblies. Through the student’s participation of You Can Do It and PBL they learn respect for the rights of others and develop a high level understanding of their responsibilities – in all school settings.

Other programs

Environmental education for sustainability
In 2009, Tanilba Bay Public School continued to improve its whole school approach to environmental education and sustainability.

The school participated in Clean Up Australia Day, Planet Ark Tree Planting Day, Earth Hour and Tidy Towns. The school also continued to recycle paper through a business agreement with Visy Enterprises. The school vegetable garden continued to grow and sell organic produce to school community members and the well-established worm farms continued to generate income towards the purchase of seedlings and equipment.

During the school year, the school P and C committee donated a new worm farm to the garden committee in recognition of the efforts of the students in their commitment to the vegetable garden.

In addition to whole school activities, each class in the school took on an environmental focus for a term. At the end of the term, each class gave a presentation on their project to the Tidy Towns Committee, Tilligerry Habitat representatives and the school.

Some of the focus areas were:
• Mobile phone muster
• Audit on noise pollution from cars in the school car park
• Litter audit in the playground
• The effects of salt on growing plants
• Vegetable garden and worm farms
• Development of native garden
• Audit on water usage in the school
• Audit on electricity in the school

The Outdoor Classroom project, which won the Port Stephens Shire Council Environmental Awards in the category of “Best New School Curriculum Initiative” award in the competition, was started in term three. The environmental committee held a working bee during the school holidays to begin the task of clearing the area needed to begin the outdoor classroom area. Community members, staff and students attended the working bee and completed the tasks of clearing the area, building a worm farm shelter and tidying the vegetable garden. Parents of the school, Rob and Sue Hamilton, donated kerbing to define the areas of the garden. The outdoor classroom garden is based on the five senses of sight, sound, taste, hearing and touch. With the continued development of the vegetable garden, the area of taste has been successfully implemented and work on the remaining senses will be developed over the next year. The prize money from the award will be allocated for further development of seating in the Outdoor Classroom area.

For the year 2010, the school focus will centre on the areas of; further developing school recycling, auditing school usage of electricity and water and the establishment of a green team to undertake projects to raise awareness of the consequences of littering. A sustainability committee will undertake projects outlined in the action plan and facilitate sustainability education for both staff and students.
Progress on 2009 targets

Target 1
Tanilba Bay Public School to equal state growth in NAPLAN writing.
Our achievements include:

- The target was reached and bettered by 14.8%. Average progress for matched students in writing was 72.5% growth from Year 3 to Year 5 at a school level compared to 57.2% growth for Like School Groups (LSG); and 57.7% growth across the state.
- A Regional Literacy Consultant ran a series of professional development seminars for the teachers. The seminars also included the delivery of several high quality demonstration lessons, providing a scaffold for writing and the dissemination of literature and resources;

Target 2
To have all students who require learning adjustments to the curriculum effectively supported with appropriate Individual Education Plans.
Our achievements include:

- 100% of students with recognised special needs have had successful Individual Education Plans implemented;
- 90% of Learning Support Team meetings had parents/carers participating in the writing and development of Individual Education Plans.
- Student growth from Year 3 to Year 5 in NAPLAN above the state and Local School Group (LSG) with matched students.

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 2009 our school carried out evaluations of Numeracy and Teaching.

Educational and management practice
 Teachings

Background
As 2009 had a strong focus on explicit teaching, the school undertook a study to evaluate the teaching methods, assessment and the cycle of learning.

Findings and conclusions
An overwhelming number of parents and teachers felt that teachers almost always provided a relevant, purposeful curriculum which addressed the students’ interests, needs and abilities.

Students indicated that teachers usually explicitly explained the reason for learning specific tasks and how their achievement would be assessed. Students also indicated that they understood the importance of what they were learning.

Teachers supported the view that they could more effectively communicate information regarding the reporting and assessment process.

Future directions
The 2010 strategic plan was modified to reflect, where practical, the recommendations of surveys and individual responses. Throughout 2010 professional learning will be focussed on implementing the changes as highlighted through the collection of data gathered via the assessment and reporting process.

Curriculum

Numeracy

Background
Following this year’s report on progress towards targets and the NAPLAN results it was decided that Numeracy should remain as a key focus area throughout 2010. Therefore, we gathered information in relation to current teaching practices, assessment practices and the use of the “Go Maths” strategies from Kindergarten to Year 6.

Findings and conclusions
The majority of teachers believe the school should look at the current assessment procedures used from K-6 with the intention of having consistent assessments. This will allow for more accurate reporting, an improved transition process from one year to another and increased support to communicate with our parents.

Teachers also felt that the school could have more resources to support their implementation of the GO Maths program. Teachers were happy that the school was purchasing Staticware to be used on all interactive whiteboards.

- 83% of parents indicated they are interested in learning more about the teaching of mathematics and the syllabus that supports it;
- 77% of staff are confident in their understanding of the K-6 Mathematics Syllabus provided by the New South Wales Board of Studies
Future directions
Over the course of the next 12 months it is important that the school commits to the following;

• provide professional development for teachers in the effective use of technology in mathematics lessons;
• create better linkages with schools in the Hunter Central Coast who are currently using the Go Maths program;
• evaluate the school’s current assessment tasks with a view to change where appropriate and necessary.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below;

Respondents commented on aspects of Tanilba Bay Public School that are important to maintain, what they would like to improve, what is special about the school community, what are special features of our school and what were important factors considered when children are enrolled in Tanilba Bay Public School.

Respondents want to maintain the high level of opportunities for children, student achievement, effective teaching, communication, parent and community participation. Programs that parents mentioned as high quality and would like to see continue were to do with Creative and Practical Arts- particularly the performance night which encompasses dance, drama, music and art.

A suggested area for school improvement was to do with communication between the school and home. There were several mentions of improving, utilising and maintaining the school’s website, emailing the newsletter home and ensuring that a term calendar is sent home at the beginning of each term.

Professional learning
All teachers participate in professional learning activities to maintain their professional knowledge of current teaching theory and expertise in effective classroom practice.

Teacher professional learning occurs formally during planned fortnightly meetings before school and at specific in-service courses, with the aim of maintaining and improving teacher knowledge and skills while focusing on student learning needs.

School development 2009 – 2011

Targets for 2010
The 2009-2011 School Plan was developed as a result of an annual school evaluation of progress in achieving state wide and school responsibilities.

Target 1
To improve student growth in literacy
Strategies to achieve this target include:

• analysing individual student needs and providing the appropriate level of support;
• differentiating a professional learning program for teachers to support literacy;
• continuing 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 success will be measured by:

• growth between Year 3 and Year 5 to match state average growth in Literacy and Writing;
• 90% of students to reach the Regional Targets for Reading;
• 75% of students achieving in the top 3 bands in Year 3 and Year 5 NAPLAN Writing.

Target 2
To improve student growth in Numeracy
Strategies to include this target include:

• professional learning undertaken to analyse student performance and targeted support;
• tailor teacher professional learning to embed the Quality Teacher Framework into all Go Math 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 success will be measured by:

• all teaching programs reflecting student needs identified in assessments;
• all teachers assess children by using consistent assessment and resources so there is accurate grading from year to year and assessment results are consistent with NAPLAN results;
• 60% of students achieving in the top 3 bands in Year 3 and Year 5 NAPLAN.

Target 3
To improve student welfare across the school
Strategies to achieve this target include:
• the development of matrices 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 success will be measured by:
• a decrease in the amount of playground, classroom and bus incidents;
• >90% of students, staff and community knowing, understanding and following the key principles of PBL;
• a consistent and improved behaviour monitoring process from Kindergarten to Year 6.

Target 4
To increase the number of parents and community members actively engaged in the operation and decision making of the school.

Strategies to achieve this include:
• 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;
• Enhance the Kindergarten orientation program including the BEST START reporting process to secure greater numbers of volunteers engaged in the early years of school decision making;
• Develop a community directory that actively involves all of the businesses contained within the TBPS community;
• Review and strengthen as needed the communication systems in place between home and school;
• Establish a culture of a three way partnership involving students, community and staff and have this embedded in the school community ethos.

Our success will be measured by:
• 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;
• Improved engagement and communication links between all Kindergarten families and their teachers that links new parents with opportunities to be involved at the school level;
• A TBPS business directory published and in use;
• Increased dialogue in place between all stakeholders;
• The three way partnership is active and achieving best results for the outcomes for students.

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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Mr Warren King – Assistant Principal
Mrs Anique Joncevski – Assistant Principal
Mrs Susan Wilson – Assistant Principal
Mrs Sue Hamilton – P and C Representative
Mrs Karina Monaghan – Teacher
Mr Antony Gadd – Principal

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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: