Our school at a glance

Students
Total enrolment at the end of 2008 was 448 students with 236 boys and 212 girls.

Ninety two point two per cent of students attended school each day.

In 2008 we had 19 classes. The average class sizes were:
- Early Stage One: 15
- Stage 1: 19
- Stage 2: 27
- Stage 3: 27

Staff
The school had 23.6 teaching positions allocated in 2008. This included 5 executive staff and 15 classroom teachers.

Additional staff included a teacher librarian, support teacher learning, 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

Mathletics
Mathletics is an interactive e-learning resource that helps students enjoy Mathematics and improve their results. Originating in Australia, Mathletics is now being used in over 2000 schools across more than ten countries.

The primary goal of Mathletics is to improve Mathematics results. We are exceptionally proud that the students of Tanilba Bay have more than doubled their mental arithmetic skills using the program. Ninety percent of students surveyed said they loved Mathletics and students were often ranked in the top 100 in the world throughout 2008. Twelve students participated in World Maths Day with one student setting an achievement record.

The school will continue its commitment to Mathletics during 2009. All staff thought its greatest value is the continual formative assessment which can be used diagnostically to guide both class and individual instruction.

Sports in Schools

The Sports in Schools program provides primary schools with strategies and a series of developmental motor skills sessions. It is designed to complement the existing sport skill development areas of the physical education curriculum. Sports in Schools concentrates on the basic fundamental motor skills and physical activities of locomotion, throwing, launching, tracking, catching, hitting and striking, games, co-operative learning, balance, fitness, co-ordination and core stability.

Having fun, feeling good about oneself and being well are things we seek for the children at Tanilba Bay Public School. The role of Sports in Schools is to help all children attain and enjoy optimum health. This involves the development of knowledge, skills, understanding and motivation required for children to seek health and physical competence through life long involvement in activity.

The program will be continued throughout 2009.

Literacy on Track

Throughout 2008 all staff participated in the Literacy on Track program. A significant amount of the schools global funds was spent on this initiative. Literacy on Track professional learning courses incorporated the following features. The course:

- Assisted teachers and schools to track, monitor, record and articulate student progress and achievement throughout and beyond the course;
- Involved K-6 teachers and school leaders as a focused, purpose driven learning community;
- Provided a structured and sequential approach to professional learning while offering a range of flexible delivery options that cater for localised school contexts and needs;
- Provided ongoing support within a finite time frame from a specifically trained consultant;
- Related directly to classroom assessing/learning/teaching;
- Allowed meaningful transference of literacy assessing and teaching processes to assessing and teaching in other key learning areas;
- Provided strategies for building school capacity and ongoing sustainability in the area of literacy assessing and teaching;
• Supported school leaders to monitor and measure school professional learning progress;
• Provided opportunities for reflection and assist school leaders in providing effective feedback to teachers they support;
• Demonstrated a capacity for innovation and continual improvement driven by evaluation and current research.

The Literacy on Track program will be further developed in 2009. It will be monitored by an Assistant Principal - Literacy. As a result of this special initiative we envisage that our Literacy results particularly in the area of writing will improve in the future.

Student achievement in 2008

Overall student achievement in NAPLAN 2008 has indicated that as a school we have a significant amount of work to do. We have a number of students in each cohort who continue to achieve very high results but we continue to be over represented in the lower bands. The 2008 NAPLAN results have provided detailed information that will support school improvement. We will use these results to diagnose areas of strength and areas of weakness and to inform our school improvement plan.

Literacy – NAPLAN Year 3

Student achievement is below state average with 4% of students achieving in band 6 for overall literacy compared with 10% of the state.

Numeracy – NAPLAN Year 3

Numeracy results improved in Year 3 as compared to previous years. In 2008 NAPLAN Numeracy 47% of students achieved in Band 4, 5 or 6 as compared to 32% in 2007. There was significant movement between band 3 to 4 with an improvement in student performance in band 4 of 20%.

Literacy – NAPLAN Year 5

Student achievement is below state average with significant over representation in the lowest 3 bands in overall literacy. However student growth and individual student improvement from Year 3 to Year 5 in reading was outstanding and significantly above state average growth.

Numeracy – NAPLAN Year 5

Student performance in Numeracy, whilst still being below state average, was very pleasing as the improvement between Year 3 and Year 5 was far above the state average growth. Average improvement for our students was measured at 97.0 points, 17.3 points above the state average.

Messages

Principal's message

2008 was a very big year for the staff, students and community members involved in our school.

We invested significantly in improving student outcomes in writing by becoming involved in the ‘Literacy On Track’ Program. All staff received intensive professional development to support them to improve the explicit teaching of literacy in their classrooms.

We began work with our partner primary schools and Hunter River High School on a literacy Focus Group activity that is aimed at improving our results in writing. The aim is to use this curriculum focus to improve the way we transition our students from primary to high schools and to strengthen our teaching of students in the middle years.

We spent a great deal of energy this year evaluating many facets of our school in preparation for developing a comprehensive school improvement plan to guide our business from 2009 to 2011. Our plan is very focused in having a major curriculum focus for improvement each year, in 2009 this continues to be literacy and in 2010 we will be working on detailed programs to support improvement in how we teach numeracy.

Along with a significant curriculum focus each year we are aiming to improve our core operations in a number of other areas. Student Wellbeing is a major focus and within this area we will be implementing improved processes to support students with disabilities and learning support requirements. We are going to be involved in a Language Development Partnership with Hunter Area Health to develop improved strategies to support students with speech problems and we are embarking on a self driven review of our welfare and discipline programs through the Positive Behaviour for Learning Program.

Aboriginal Education remains an area where we require strong leadership and support. We are going to continue developing the process for creating and improving personalised learning
plans for all Aboriginal students with continued involvement of parents and caregivers.

In 2008 our involvement in the Tidy Towns project continued with the support of valued community members. In 2009 we are looking to strengthen our partnerships with the Tilligerry Habitat and implement improve practices that support student education into environmental issues.

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
Principal

P&C and/or School Council message

In 2008 a strong partnership between the school and community was evident. Parents and community members have been involved in the school supporting students and staff in a variety of ways. The Tanilba Bay Public School P & C association has once again strived during the year to support and fundraise for the school and its visions, assisting in providing the best education possible for our children. Our members continue to work hard in classrooms, the canteen and supporting school fundraising functions. The canteen supervisor, Mrs Robyn McDermott continues to provide an excellent canteen service to all students and teachers. The canteen continues to be the primary source of fundraising for our P & C.

Significant expenditure for the P & C this year included:

- Subsidising “Sports in Schools” - $4600
- Providing bookpacks.

Successful activities for the P & C this year included:

- Mothers Day stall
- Fathers day stall
- Easter Raffle
- Fun Run
- Christmas raffle

This year the P & C will hand over to the school principal a cheque for $15000. I would like to take this opportunity to thank all committee members for their time, commitment and hard work during 2008.

Ms Dawn Moth – President

Student representative’s message

As Prime Minister in 2008 I had many great experience’s and from day one of kindergarten I had a great education. This is all thanks to my teachers and especially Mr Monaghan my kindergarten teacher. He made me love school and all it had to offer. Thanks to these teachers I am now in the top class at High School and I wouldn’t change it! I also had many wonderful principals. This all started with a kind man that many people respected and loved, Mr Hogg. He was a man that would get to know the children and just get out there, have a chat and most importantly he would have fun. This was continued with Mr Wiblen and then Mr Blaxell. Now we have Mr Gadd who is doing a great job. I remember all the camps we went on and they were all amazing. First there was the Great Aussie Bush Camp then, Milson Island and then Wangat Lodge. We had many day excursions and they were all fun and exciting as well. I have many memories from my days at primary school and here are a few. I remember the day I became Prime Minister, I was amazed and excited because it had been a dream of mine since I started at Tanilba Bay Public School. All my teachers at Tanilba were more than amazing because they loved what they did and they were great at it as well. My time at Tanilba Bay was wonderful and very unforgettable

Danica Digby Tape
Prime Minister 2008

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

The student enrolment at the beginning of 2008 was 463. Throughout 2008 the student enrolment decreased to 448.

Mobility rate has slightly increased with a larger than usual number of students enrolling in our school from and departing to schools outside of the Tanilba Bay area, generally interstate.

The percentage of Aboriginal students has slightly increased to approximately 13%.
**Student attendance profile**

In 2008 the school continued its focus on good attendance. The school continues to have the support of the district Home School Liaison officer.

This year the school introduced “Banner awards”. Each class is given the opportunity to receive a banner for the most outstanding attendance.

![Student attendance rates graph](image)

**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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>18</td>
<td>18</td>
</tr>
<tr>
<td>ES1HB5</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>ES1HB6</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1HB1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1HB2</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1HB3</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>S1HB3</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>S1HB7</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1HB8</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1HB9</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S2HB10</td>
<td>3</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>S2HB10</td>
<td>2</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>S2HB16</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>S2HB17</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S2HB18</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>S2HB19</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>S3HB11</td>
<td>6</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>S3HB11</td>
<td>5</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>S3HB12</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>S3HB13</td>
<td>6</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

**Structure of classes**

The 19 classes have been established according to curriculum stages. There were 5 multi-year group classes, one across early stage one and stage one; one across stages 1 & 2, one across stages 2 & 3 and the remaining two in stage 3.

**Staff information**

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

The school had 23.6 teaching positions allocated in 2008. This included 5 executive staff, 15 classroom teachers and 3.6 specialist support staff.

The teacher librarian works with all children to promote the development of reading and research skills.

The majority of staff members are experienced with 68% having 10 or more years of teaching experience.

The teaching staff is supported by a School Administration Manager, two School Administration Officers, one part-time School Assistant, 11 part time Teachers Aides and a General Assistant.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher for Relief for Face to Face</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

**Staff retention**

One teacher was promoted to Assistant Principal within our school; one teacher was awarded permanency within our school, and one permanent teacher was transferred to another school within the local area.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance
rate for staff, as determined by the Department, was 95.2%.

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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>288,350.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>169,778.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>252,606.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76,549.14</td>
</tr>
<tr>
<td>Interest</td>
<td>20,359.08</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,738.36</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>822,382.17</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 51,934.28  |
| Excursions                 | 29,385.30  |
| Extracurricular dissections| 44,927.84  |
| Library                    | 7,522.22   |
| Training & development     | 9,338.09   |
| Tied funds                 | 230,797.00 |
| Casual relief teachers     | 77,330.11  |
| Administration & office    | 36,794.62  |
| School-operated canteen    | 0.00       |
| Utilities                  | 39,794.62  |
| Maintenance                | 11,261.21  |
| Trust accounts             | 18,494.55  |
| Capital programs           | 7,019.89   |
| **Total expenditure**      | 564,599.73 |
| **Balance carried forward**| 257,782.44 |

A full copy of the school’s 2008 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 2008

Achievements

Arts
Tanilba Bay Public School has maintained a variety of creative and performing arts activities throughout 2008.

All students were involved in the Tanilba Bay Fire Brigade Art display. This gave students the opportunity to showcase artworks with a fire theme.

The junior and senior choir were fortunate enough to be asked to perform at the Tilligerry RSL for a special ANZAC day ceremony. Four members of the senior choir along with our choir teacher were privileged to perform at the Remembrance Day ceremony.

The junior and senior choir and senior dance group also performed at the Tilligerry festival. Parents and friends were fortunate to see these groups also perform at our Education Week celebrations.

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:

- Gillian Eastoe
- Worimi Tribe performers
- Bubbles & Squirt (water conservation)
- Science of the Surf – Dr Rob Brander
- Music a viva - Brassaholics

Sport
At Tanilba Bay Public School our students are provided with a wide 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.

All children were involved in weekly physical education programs across all stages. Emphasis has been placed on healthy habits and development of sports skills.
**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 2008 the allocation for Reading Recovery was 6 students per semester. 10 children completed the program successfully. One student will continue the program in 2009, one student will require further assistance and two students moved away from the school before completion of the program.

Students now in year 2 and year 3 (who had previously been on the Reading Recovery program) all produced pleasing results when monitored. They achieved the required benchmarks for their age. The allocation of six students per semester will continue in 2009.

**Good for Kids Good for Life**

Good for Kids, Good for Life, is about the people of the Hunter, New England and Lower Mid North Coast leading the way in the implementation of Australia’s first ever program promoting healthy eating and physical activity for kids.

The program brings together a variety of agencies, community groups and industry to provide practical information, as well as new programs and systems, to help children, parents, carers and the wider community, know more about healthy weight, nutrition and physical activity.

There is a specific focus on improving the health of Aboriginal children in our region.

There has been a significant increase in children drinking water regularly, and eating fresh fruits and vegetables daily.

Tanilba Bay Public School will be continuing this throughout 2009.

**Excursions**

Kindergarten students enjoyed their excursions to Oakvale Farm, Teddy Bears picnic and Somersby Reptile Park. Students had an exciting time and returned to school enthusiastically writing information reports, writing descriptions and creating artworks.

Stage one had an interesting adventure travelling by bus to Nelson Bay for a Dolphin Watching Cruise. All children thoroughly enjoyed the day but as the storm clouds rolled in, unfortunately the day had to be cut short.

Stage two walked to Tanilba House, a local historical site, where they made connections with their COGs unit “Our Fleeting Past”. As a follow up to this excursion they also went to Sydney for
the day to explore The Rocks history and heritage, walk the the Harbour Bridge and made the ascent to the top of Sydney tower.

Year 5 attended Sydney Parliament as part of their COGs unit Identity and Values. Year 6 enjoyed their camp to Wangat Lodge. Wangat Lodge complemented the school’s Environmental program.

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

In year 3 NAPLAN Literacy our student results indicated that;

- 60% of students at our school achieved in Bands 4, 5 or 6. This is 10% below the state average for the same bands.
- 13% of our Aboriginal students in Year 3 achieved in Band 6. This is 10% above the State average for the same cohort.

Numeracy – NAPLAN Year 3

In year 3 NAPLAN Numeracy our student results indicated that;

- 48% of students at Tanilba Bay Public School achieved in bands 4, 5 or 6 compared to 61% of students in the Hunter Central Coast Region.
- Student achievement in Year 3 2008 Numeracy was greatly improved from the school average from 2005 to 2007.
Literacy – NAPLAN Year 5

The graph above indicates student results only for writing. In Year 5 we have the opportunity to measure individual student growth from year 3 to year 5.

In year 5 NAPLAN Literacy our student results indicated that:

- Average student growth in overall literacy was 76.0 points. This was 4.7 points below state average growth,
- Average student growth in reading was 99.7 points, 14.1 points above state average growth for reading.

Numeracy – NAPLAN Year 5

In year 5 NAPLAN Numeracy our student results indicated that:

- Average student growth from Year 3 to Year 5 for all students was 97.0 points. This is 17.3 points above the state average growth.
- 42% of students at Tanilba Bay Public School achieved in bands 4, 5 or 6. This is 10% below the State average for the same bands.

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 in the next column.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>81</td>
</tr>
<tr>
<td>Spelling</td>
<td>85</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
The main programs designed to educate all students about Aboriginal history; culture and contemporary Aboriginal Australia continue to be delivered in the English key learning area and COGs (Connected Outcome Groups). All students have been participating in teaching and learning activities which reflect the Aboriginal Education Policy.

The school employs a Teachers Aide Special under the PSPI (Parents, Schools, Partnership Initiative) program. This initiative encourages community and parent participation in Literacy and Numeracy activities through cultural based activities and collaboration with the Tilligerry habitat.

Tanilba Bay Public School regularly acknowledges the traditional custodians of the land, Worimi on which the school is sited through “Acknowledgement of Country” addresses during formal school assemblies and activities.

The school has conducted enrichment activities in conjunction with Aboriginal groups and council youth workers. These activities have impacted on the school community in a positive way, reinforcing values and demonstrating the importance of respect and tolerance. Youth workers have had a positive impact on attendance and a reduction of school suspensions.

Multicultural education
At Tanilba Bay School multicultural education is embedded in our COGs units. All COGs units support a vision of our school as a community. Our school values and benefits from its cultural and linguistic diversity to fully realise its social, cultural and economic potential.

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 world views.

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

At Tanilba Bay School we have implemented the You Can Do It program. The five foundations of this program promote the values of respect and responsibilities. This program will continue throughout 2009.

Many leadership opportunities are provided for our school leaders. These opportunities have effectively made students accountable to themselves, their community and others.

Other programs

Environmental Education
Environmental education is a major focus area at Tanilba Bay School. It is incorporated into the school curriculum. Students are given the opportunity to:

- Learn about the environment;
- Develop skills to investigate and solve issues in the environment;
- Acquire attitudes of care and concern for the environment;
- Adopt behaviours and practices which protect the environment and
- Understand the principles of ecologically sustainable development.

The school participates in many environmental initiatives including:

- Clean up Australia Day;
- Veolia (paper) recycling;
- School National Tree Day;
- Weed eradication with Port Stephens Council and Tilligerry habitat and
- Worm farm and sustainable vegetable garden.
Progress on 2008 targets

Progress on the targets for 2008

Target 1

*Improvement in teaching and learning programs of English so that at least 30% of students in year 3 and year 5 appear in the top two bands of the BST in 2007 rising to 40% by 2008.*

Although significant work has taken place in terms of improving teaching and learning programs this target has not quite been achieved. Our schools goal was to have 40% of students achieve in the top two bands in overall literacy in 2008. In Year 3 NAPLAN 2008 (replacing BST) we had 60% of students achieve in the top 3 bands. By diagnostic analysis of this data we hope to address the relevant areas and be able to reach this target in 2009. If 20% of the 32% of students achieving in Band 4 had achieved slightly better results this target would have been achieved for 2008.

40% of students in Year 5 achieved in the top three bands.

Our achievements include:

- Successful implementation of the ‘Best Start’ Program.
- Whole staff participation in Literacy On Track professional learning exercise. School systems to support student improvement in literacy were developed out of this activity.
- Whole school focus on the explicit teaching of literacy. All classes provide distinct opportunities for modelled, guided and independent learning catering for learners at all levels and of all learning styles.

Target 2

*Improvement in the teaching and learning programs of Mathematics to the extent that at least 30% of students in year 3 and year 5 appear in the top two bands of the BST (NAPLAN) rising to 40% in 2008.*

Whilst this target has not quite been achieved the results are very similar to literacy. In year 3 Numeracy NAPLAN 2008 48% of students achieved in the top 3 bands whilst in year 5 42% of students achieved in the top three bands. Students achieving slightly higher results by answering 2 to 5 more questions correctly may have seen this target achieved.

Our achievements include:

- Successful implementation of the ‘Go Maths’ Program
- Outstanding student growth from year 3 BST to year 5 NAPLAN. Average student growth was 17.3 points higher than the state average.
- Whole school community application to the internet based ‘Mathletics’ program has been outstanding.
- Overall student achievement in NAPLAN Numeracy has improved.

Target 3

*An increase in the number and frequency of appropriate interactions between students and between staff and students.*

Strategies to achieve this target have included:

- Successful implementation of the Good For Kids, Good For Life Program
- Continued the implementation of the ‘You Can Do It’ program
- Continuation of Reward Days, Caught You Being Good and the implementation of Banner Awards to promote pride in the school.

Our success is measured by:

- Student referrals to executive teachers for inappropriate behaviour have decreased.
- Strategies to support students at risk of repeated inappropriate behaviours have improved and the school Learning Support Team structures to support these strategies are now in place
- Student suspensions for repeated misbehaviour has decreased.

Target 4

*To increase/enhance gifted and talented programs across K-6 using the quality teaching framework and technology in all Key Learning Areas.*

Strategies to achieve this target have included:

- Introduction of stage based enrichment programs across all key learning areas
- School evaluation of information technology to identify areas of need and further resources. The school has ordered 4 new interactive whiteboards so that
there is one interactive whiteboard between every two classrooms

- Student involvement in a wide range of internal and external competitions. One student achieved in the top 100 of the Newcastle Permanent Mathematics Competition and our school debating side performed admirably in zone and regional competition.

These programs were successful and will be built on in 2009.

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 2008 our school carried out evaluations of strategic planning and mathematics.

Educational and management practice

Strategic Planning

Background

The school community developed a Strategic Plan in 2004 for implementation 2005-2008 following extensive surveys and discussions with all stakeholders. It was timely that the plan should be reviewed at the end of 2007 and beginning of 2008 and modified to meet the school’s future needs. Focus groups were held in Term 4 involving a random sample of parents and the plan was also sent home to all families for suggestions and feedback. Members of staff were encouraged to respond and to add their recommendations.

Findings and conclusions

An overwhelming number of parents and teachers felt that the 2005-2008 plan continued to meet the needs of the school. The majority felt that the school’s activities continued to reflect the Strategic Plan and that the school’s planning processes are responsive to emerging needs. Comment was made regarding the strong role that the community plays in ensuring that emerging needs are met, especially with regard to the provision of up to date technology, i.e. interactive whiteboards.

Future directions

The 2005-2008 Strategic Plan was modified to reflect, where practical, the recommendations of focus groups and individual responses. The modified plan was discussed and ratified by the key stakeholders early in 2008 and distributed to the parent community. This plan has been used to support future planning to take the school forward from 2009-2011.

Curriculum

Writing

Background

In 2007 writing was a target area as our 2006 Basic Skills results showed relatively weaker results in this area. Our results last year showed some improvement in Year 5 boys results however, teachers continue to comment that our student reading levels should result in improved writing.

Findings and conclusions

A committee of teachers was formed to review the NAPLAN Writing results for Years 3 and 5 and to evaluate student writing across K-6. Within the Literacy on Track program teachers analysed student writing samples in grade teams to ensure consistent teacher judgement.

Future directions

Improved writing will be a target for 2009 and continues to be an area or development. A writing/Literacy team consisting of teachers from each grade and led by the Assistant Principal – Literacy will work together to develop specific strategies in explicit teaching of writing to improve student writing outcomes.

Other evaluations

Gifted and Talented/Enrichment Programs

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Item 1: The school caters for G & T and Enrichment students well.

Parents were generally positive about the school providing students with enrichment opportunities. Some parents thought that cross stage classes should be formed to cater more for these students.

Teachers felt they continually strive to cater for these students in their room. Further training and development is required.

Some students felt they were given opportunities in their class to be enriched or extended.
Item 2: The school is continually finding ways to improve what it does to cater for G & T and Enrichment students.

Parents felt the introduction of interactive whiteboards catered for enrichment needs of students in a variety of areas while improving student’s access to technology.

All teachers felt the school could improve with targeted teacher professional learning.

Students felt with the introduction this year of stage based enrichment groups that they were provided with opportunities for self directed learning in their areas of interest.

Professional learning

All professional learning funds were spent in terms of audit requirements and linked to DET priority objectives, the teacher assessment and review program and our 2008 school management plans. Staff members were given the opportunity to participate in a number of professional learning activities in 2008. These included:

- Literacy on Track;
- Mathletics;
- Teacher based sharing sessions of best practice;
- Interactive whiteboard inservices and usergroups;
- Technology skills including better use of school based software and scanners;
- The use of the quality teaching framework to develop more effective teaching strategies and
- Best practice with Guided reading.

School development 2009 – 2011

As stated earlier in this report we have a comprehensive school plan that surmises the work the school community will undertake in 2009, 2010 and 2011 to improve student outcomes in all areas. The following targets come from the Student Wellbeing and Literacy plan and will offer the community a snap shot of our achievements toward these targets at an appropriate time.

Targets for 2009

Target 1

_Tanilba Bay Public School to equal state growth in NAPLAN 2009 writing._

Strategies to achieve this target include:

- School participation in the Hunter River High School Cluster of school writing initiative
- Improvement in whole school systems that support student achievement in writing including the development of a whole school scope and sequence of writing and teacher professional learning in the explicit teaching of writing

Our success will be measured by:

- Student achievement in 2009 NAPLAN
- Peer reflection of teaching and learning programs

Target 2

To have all students who require learning adjustments to the curriculum effectively supported with appropriate Individual Education Plans.

Strategies to achieve this target include:

- Implementation of an improved Learning Support Team Process led by a designated Assistant Principal as the Learning Support Team Coordinator
- Teacher professional learning to improve capacity to cater for the needs of students with disabilities and students requiring adjustments to the curriculum including the provision of strengthened Personalised Learning Plans
- The employment of support teacher to assist teachers to develop adjusted programs to cater for the needs of a variety of students with different learning requirements

Our success will be measured by:

- The number of students with recognised special needs who are participating in mainstream classrooms with successful Individual Education Plans.
- The number of parents and caregivers attending Learning Support Team
meetings and Funding Support review
meetings to actively participate in the
development of individual education
plans.

- Student achievement in NAPLAN of at
growth at least equal to the State average
in numeracy and literacy NAPLAN from
year 3 to year 5.

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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