Tanilba Bay Public School

Annual School Report

2012
Our school at a glance

Students
The school’s student enrolment at the end of 2012 was 474, including 264 boys and 210 girls. 94% of children attended school each day. In 2012 we had 19 classes. The average class sizes were:
- Early Stage One: 18
- Stage One: 22
- Stage Two: 28
- Stage Three: 31

Staff
The school had 24.75 teaching positions allocated in 2012. This includes 5 Executive positions and 15 Classroom teaching positions.

Additional staff included a teacher librarian and a combination of support teacher learning, reading recovery and relief from face to face teaching positions.

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

Significant programs and initiatives
In 2012 a number of highly successful programs and initiatives operated throughout the school. These included:
- Technology programs with the introduction of Stage sets of iPads
- Student Parliament
- Debating
- Public Speaking
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Choir
- Gardening Club
- Dance Groups

Messages

Principal’s message
Our professional staff aim to work closely with all families and to discover, as well as to nurture, the potential of every child. All staff seek to provide students with the skills, knowledge and values necessary for success in education, life and the future. Our teachers are genuinely committed to improving children’s lives and I thank them for their professionalism, commitment, dedication and hard work throughout the year.

In 2012, our students have made quality progress in academic, social and sporting life. Congratulations to all of the students and staff who have contributed to the many successes our school has enjoyed this year.

I acknowledge and thank parents and the community for their continued support of the school and its programs.

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.

Stuart Wylie - Principal

P & C and/or School Council message
Tanilba Bay Public School prides itself on developing and maintaining strong partnerships between the school, parents and the wider school community. The P&C Committee plays an active role in encouraging these partnerships and supporting the school.

Our 2012 P&C committee has worked in close partnership with the school to support our students. The committee has worked tirelessly ensuring that fund raising initiatives brought valuable funds into the school and prided themselves on having an active voice supporting decisions within the school.

In 2012, significant funds were raised to replace and install our new playground equipment. Fundraisers included:
- Mother’s and Father’s Day stalls
- Bunnings BBQ
- Easter Raffle
• Christmas stall at Carols
• Uniform Shop
• Entertainment Books
• Sydney Swans Raffle
• Mobile Phone Recycling

The P&C consists of a small but dedicated group of parents and hopefully in 2013 numbers and support for the P&C Committee will increase.

Being an active member of the P&C is another way to ensure that you are involved in your child’s education in a positive and active way.

Mrs Kelly Coupe – 2012 President

Student representative’s message

Our School Parliament this year was made up of 6 boy and 6 girl Ministers in 2012. The year was full of many highlights: the Leadership day where we met other school leaders in our learning community, our visits to Murrook where community members spoke to us about their life experiences, our transition to high school program and representing our school at the Dawn service on ANZAC Day.

We were kept very busy with our weekly responsibilities: delivering messages, organizing school assemblies, putting up the flag and being positive role models to all students at our great school.

We will take away many fond memories of our time at Tanilba Bay Public School and thank all the teachers for their support and guidance.

My highlight as School Prime Minister was in Education week when I was Principal for the day. I looked at children’s work, spoke to many staff about certain issues and even got to present some very special awards at the school assembly. Mr Wylie certainly has a very big job.

We know that the 2013 school parliamentarians will enjoy the opportunities on offer and the many many rich and great experiences that Tanilba Bay Public School offers.

Blake Robinson – Prime Minister 2012

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>265</td>
<td>246</td>
<td>226</td>
<td>232</td>
<td>240</td>
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<tr>
<td>Female</td>
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<td>215</td>
<td>205</td>
<td>207</td>
<td>207</td>
<td>222</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>93.5</td>
<td>93.9</td>
<td>92.8</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.5</td>
<td>92.5</td>
<td>92.6</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.4</td>
<td>90.3</td>
<td>92.5</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.7</td>
<td>92.4</td>
<td>91.3</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.9</td>
<td>93.1</td>
<td>92.7</td>
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<tr>
<td>5</td>
<td>91.1</td>
<td>91.3</td>
<td>92.0</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>89.6</td>
<td>91.4</td>
<td>90.6</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.6</td>
<td>91.4</td>
<td>92.2</td>
<td>92.1</td>
<td>93.6</td>
</tr>
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</table>

Management of non-attendance

Consistent attendance is a high priority at Tanilba Bay Public School and is supported and managed by all staff at the school. Everybody takes an active role in maintaining high levels of attendance. Staff regularly monitor student attendance, contact families and receive support from the Home School Liaison Officer and the Aboriginal Community Liaison Officer. Being proactive and maintaining highly effective communication between the school and home ensures that any concerns are promptly and effectively addressed.

Staff information

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

Staff members at Tanilba Bay Public School are highly motivated and enthusiastic learners. They conduct themselves professionally with parents and the wider community to provide rich learning opportunities for the children in their care.
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.422</td>
</tr>
<tr>
<td>Total</td>
<td>26.932</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Tanilba Bay Public School had two full time permanent indigenous teachers, and two individuals employed as School Learning Support Officers for targeted Aboriginal students as part of the Norta Norta program and Schools in Partnership.

Staff retention

In 2012 one Assistant Principal was awarded a promotion as Deputy Principal and three classroom teachers accepted transfers to other schools. Staff numbers are expected to increase in 2013 due to an increase in student numbers.

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>75%</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.
School performance 2012

Achievements

Arts
Tanilba Bay Public School has a strong commitment to develop and encourage talent as well as understanding and developing an appreciation of the creative and performing arts. Some of the achievements in 2012 included:

- the “Tilligerry Performing Arts Festival” which showcased our choir and dancers;
- all students displayed a piece of artwork at our annual Open Day celebrations during Education Week;
- performances by students at assemblies and Talent Quests; and
- Senior girls dance group successfully auditioning and performing at the Hunter Dance Festival at the University of Newcastle in June.

Sport
Tanilba Bay Public School continued to offer an extensive range of sporting opportunities. Students were actively encouraged to participate in fitness and sporting activities with a strong focus on skill development. Opportunities in 2012 included:

- Senior boys Soccer team was successful in making it to the zone final in PSSA against Patterson Public School;
- all students Kindergarten to Year 6 were encouraged to complete the Premier’s Sporting Challenge. Five classes were also awarded their Diamond Award;
- all children in Stage 2 and Stage 3 were encouraged to compete in the annual swimming, athletics and cross country carnivals;
- Kindergarten to Year 2 participated in Cross Country and a Gala Sports days to showcase their skills; and
- Stage 2 and 3 students competed in Zone Knockout competitions in netball, cricket, basketball, rugby league, softball and soccer.

Other

Competitions
This year, students from our school participated in competitions run by the University of NSW. Stage 3 students participated in the Newcastle Permanent Primary Mathematics Competition.

The University of NSW competitions are held in English, Writing, Spelling, Mathematics, Science and Computer skills. These competitions are open to students in years 3-6. Overall our students achieved 3 distinctions and 11 credits. In the Newcastle Permanent Primary Mathematics Competition 1 student received a High Distinction, 2 students achieved Distinctions and 22 Credits were awarded and 34 Merit certificates were awarded.

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)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the **Find a school** and select **GO**.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 Tanilba Bay Public School continued to receive funding under the Schools in Partnership initiative.

“Bro-Speak” was a program initiated in 2012 which will continue throughout 2013 and beyond. The “Bro-Speak” program is a ten week small group program for Aboriginal boys attending primary and secondary school. It is designed to help boys be stronger in their Aboriginal Identity and smart in their approach to achieving their life goals. Central to the program is the completion of a Bush tucker garden. “Bro-Speak” links young Aboriginal men with local Aboriginal role models. The participants will have the opportunity to listen to the life stories of the Aboriginal men who visit the program and learn from them as well as participating in a number of activities designed to help them set and achieve their goals.

- Strong in their hearts, proud of their identity and solid in their community;
- Smart in the way they do things, focused on high achievement and determined to succeed;
- Leaders in their school community; and
- Connected to their Aboriginal culture.

An ongoing project to encourage Connecting to Country was begun with the students, clearing and regenerating the school’s bush area which was formerly the volleyball court. This long term project is inclusive of the whole school with an emphasis on ownership of the land for the Aboriginal students. The students have researched a Gadthang name for this “special place”. A cultural burn is planned for 2013 as is the rebuilding of a reading and meeting platform for all students to enjoy.

Students’ Personalised Learning Plans were collaboratively developed between the family, student and class teacher, with an emphasis on setting identified, measureable and achievable goals which can be updated on an ongoing basis in future years.

At Tanilba Bay Public School, **Acknowledgement of Country** is used at all school assemblies and main events. The Aboriginal flag is flown alongside the Australian flag.

NAIDOC Week celebrations were once again a great success with a wonderful week of sharing, celebrations and cultural awareness. Students created poems and displays, listened to indigenous music, painted class murals, and hosted a morning tea with a sample of bush tucker. The school was fortunate enough to have visiting local artists from Murrook who taught the students about Aboriginal art and culture from the Worimi area.

**Multicultural education**

At Tanilba Bay Public School we strive to embrace the growing cultural diversity within our community, and foster an appreciation for how this can enrich us all. We recognize the value of people from different religious and cultural...
backgrounds living and working together with mutual support and respect. We have a trained and experienced Anti Racism Contact Officer (ARCO).

In 2012, each stage participated in discussions and was involved in activities that enhance the value of cultural diversity. Stage 2 and Stage 3 both studied a unit about being Australian. This unit allowed the children to learn about being part of a unified and changing community. The value of contributions made by others to our heritage was explored.

To celebrate Harmony Day, students visited classrooms within their stage to learn about different countries and cultures. There were visiting speakers from the community, as well as dance, music, art and stories. Many students had the opportunity to learn phrases from other languages.

Other programs
Connected Learning and Technology

In 2012, Technology was a priority for Tanilba Bay Public School and significant improvements have been made in the area of Information Computer Technology (ICT).

The main focus of the Technology portfolio in 2012 was to support student learning (with and about technology) and to support staff through professional learning, teaching and learning activities and the use of computers for administrative purposes.

The Technology portfolio met regularly throughout the year to discuss professional learning, issues and concerns, new technologies and training for staff in the use of ICT. This portfolio ran workshops for staff after school and on staff development days to train staff in using IWBs and ICT applications and programs.

All staff use Sentral daily for attendance, staff communication, welfare and reporting. Sentral continues to be a highly effective application for staff at Tanilba Bay Public School. Staff received training on new functions available on Sentral in Term 3 and, with recent updates, more functions are now available to staff.

Progress on 2012 targets

Target 1

*Increased levels of literacy achievement for every student consistent with national, state and regional directions.*

Our achievements include:

- Growth in Year 5 grammar, spelling and reading were above state averages
- All students were presented with work samples considered best practice and given a thorough understanding of literacy requirements and ways to improve.

Target 2

*Increased levels of numeracy achievement for every student consistent with national, state and regional directions.*

Our achievements include:

- Strengthened Teacher Professional Learning, which has ensured all numeracy sessions are fully aligned with syllabus requirement.
- Evidence of Quality Teaching Framework in all teaching and learning programs for Mathematics.

Target 3

*Improved student welfare programs and practices for all students through targeted strategic early intervention programs and whole school PBL initiatives.*

- Student welfare programs reward student achievement and clarify student expectations.
- Review and rewritten the Student welfare policy to be more aligned with the PBL expectations and core values.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the English KLA – Writing and “School Management” in the area of Educational management and practice.

Educational and Management practice.
School Management

Background

School management is a critical factor in providing quality outcomes for students in classes. It addresses issues including communication, policies & procedures, finances, student welfare and teacher professional learning. School Management was evaluated and discussed as part of our “school self evaluation” process in Term 4.

Findings and conclusions

In summary, teachers report in their responses to the survey questions that:

- Communication processes in the school continue to improve with the introduction of Sentral;
- Resources including financial resources are managed appropriately;
- Policies and procedures effectively support student and staff welfare;
- The school needs to become more regular with its evaluation and monitoring of its policies and procedures.

Future directions

School Management will continue to be critical to student learning and as such will continue to be monitored regularly through the school self evaluation process to ensure quality learning programs and experiences for all students.

Curriculum

English – Spelling

Background

Spelling has been a focus area for the school after analysis of NAPLAN data and in school analysis. A new scope and sequence was introduced in 2012 and our school self-evaluation was given an opportunity to evaluate the program as well as gauge the opinions of students, parents and staff. Surveys were completed by all relevant parties.

Findings and conclusions

Student survey responses indicated:

- 93% of Year 3 to Year 6 liked the way they were taught spelling;
- spelling homework is useful according to 90% of our Year 3 to Year 6 students while 70% of our Stage 1 students liked learning their words for homework;
- 94% believed they have made progress this year; and
- 85% of students agree their teachers talk to them about their progress.

Parent responses included:

- 88% agreed spelling is an important subject;
- 87% thought spelling homework supported what is taught in class; and
- 75% believed their child has made progress this year.

Staff responses indicated:

- 100% of staff are in agreement that spelling is an important subject;
- 90% stated that their students have made progress;
- 90% also find it useful for students to learn their spelling lists at home.

Future directions

Identified during the evaluation is the need for:

- All parties have expressed their concern about parents receiving information about the student’s progress in spelling, 85% for students, only 37% of parents agreed, while 40% of staff believe effective procedure existed.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
The majority of the students continue to feel happy and safe at school. They have commented favourably on the positive reward system and the opportunities offered to them. They stated they are treated fairly by staff at the school.
The school continued to have strong community support which is evident with the increasing number of families attending school functions. Many parents are appreciative of the opportunities offered to showcase and extend their children’s academic and extracurricular performances.

Professional learning
Professional learning is an integral component of each staff member’s professional development. During 2012 we had 9 new scheme staff members of which 6 were permanent accredited members maintaining professional competence, 1 permanent member and 2 temporary staff were working towards accreditation.
All staff participated in professional learning activities throughout 2012 based on their personal development and the achievement of school target areas.
Activities included:
- Best Start
- L3 – Language, Learning and Literacy
- New Scheme teacher conferences
- Leadership Development for our aspiring leaders
- PBL
- Technology
The whole staff were involved in five Staff Development Days throughout the year. Topics covered on these days included:
- Mandatory training in CPR, emergency care, anaphalaxis, code of conduct and child protection;
- Quality Teaching Framework;
- Benchmarking;
- Interactive whiteboards;
- SMART, Best Start and L3 data analysis;
- PBL; and
- Mathletics and Spellodrome.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Literacy achievements of students

Increased levels of literacy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome include:
- 33.3% of Year 5 students achieving proficiency standard and 94.7% at or above minimum standard (NAPLAN Data)

Strategies to achieve these targets include:
- Continue to develop literacy programs that are linked to Quality Teaching Framework through team planning and programming.
- Provide professional development opportunities for school executive and teachers to help them use and analyze NAPLAN data, to cater to student needs.
- Team teaching K-6 to model quality teaching practice and provide opportunity for two way feedback.

School priority 2
Outcome for 2012–2014

Numeracy achievements of students.

Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

2013 Targets to achieve this outcome include:
- 25% of Yr 5 students achieving at proficiency standard and 96.4% at or above minimum standard (NAPLAN data)

Strategies to achieve these targets include:
• Strengthen explicit teaching K-6 by ensuring that the language and literacy's of mathematics be explicitly taught by all teachers.
• Develop professional learning plans to build the capacity of teachers to implement explicit and systematic strategies in the teaching of numeracy.
• Provide opportunities for students to have a thorough understanding of numeracy requirements to improve their achievement levels.

School priority 3

Outcome for 2012-2014

National Curriculum

Implementation of National Curriculum with professional development to meet students learning needs.

2013 Targets to achieve this outcome include:
• All staff participate in professional learning for implementation of the National Curriculum

Strategies to achieve these targets include:
• Staff awareness of National Curriculum and engagement with the new documents.
• All staff engage in and complete professional learning in National Curriculum
• School assessment policy updated and professional learning sessions focused on development of quality assessment tasks linked to National Curriculum.

About this report

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

Mrs Clare Ashby - Assistant Principal
Mrs Paula Flux - Assistant Principal
Mr Warren King - Assistant Principal
Miss Eleanor Roberts - Assistant Principal
Mrs Kelly Coupe - P&C President
Mrs Kerry Anne Brown - Senior Administrative Manager
Mr Stuart Wylie - Principal

School contact information

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Web: www.tanilbabay-p.schools.det.nsw.edu.au
School Code: 4547

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: