**School context statement**

Tanilba Bay Public School (enrolment 535) is a community focussed school, which has a clear mission to provide a happy, secure learning environment for all of its students. The school services the Tilligerry Peninsula and students from the Tanilba Bay, Mallabula and Lemon Tree Passage communities.

Each staff member is committed to ensuring that all students achieve their personal best and to the provision of quality teaching and learning programs. Our goal is to create a learning environment that is relevant and engaging to prepare our students for long term success. We acknowledge and value the role that parents have in this education process and with this in mind we aim to encourage effective partnerships with families to support the learning of each student.

Students from Tanilba Bay Public School attend Hunter River High School and as such we are committed to further developing strong links from Stage 3 to 4 to support improved student outcomes in the Middle Years.

**Principal’s Message**

Our school, Tanilba Bay Public School, is a learning focused and community oriented school, surrounded by the beautiful blue waters of Port Stephens situated on the Tilligerry Peninsula. We have established a clear vision to provide a happy and secure learning environment for all of our students.

The school received enhanced funding in 2014 to support all students through the Resource Allocation Model (RAM). The RAM helped to fund Key curriculum initiatives such as Language Learning and Literacy (L3) and Quick Smart Numeracy. These initiatives combined with Reading Recovery and Quality Teaching is the main focus for teaching and learning practices across K to 6. Strong Home School liaison partnerships and Aboriginal Education programs are other key features of Tanilba Bay PS.

As always I have been impressed by the level of care, concern and dedication the teaching, ancillary and office staff give towards the students and families on a day to day basis. Our staff aims to work closely with all families and to discover, as well as to nurture, the potential of every child. We 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.

Further, many individual students have made quality progress this year in academic, social and sporting life. I acknowledge and thank parents and the community for their continued support of the school and its programs, as well as thank the school staff for their professionalism, commitment, dedication and hard work throughout 2014.

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.

**P&C President Report.**

The P&C have had a very busy and successful 2014 thanks to all the students and families. We have had members working in the canteen, the classrooms and out fundraising and assisting in events such as:

- Sausage Sizzles at Cross Country and Book Week Parade
- Easter Raffle
- Mother’s Day & Father’s Day Stalls
- Devonshire Tea, Show bags, Trolley Guessing Comp at the School Fete
- Christmas Raffle
- Glow Wear Stall at the Carols by Candlelight

The canteen which is managed by Robyn McDermott and some wonderful volunteers has been a great source of fundraising for the P&C and for that we thank Robyn.

This year, also seen the new Healthy Canteen Menu implemented which has been successfully welcomed by our students.

Thank you to the students and families who support our events and make donations of Easter eggs etc. Also thank you to the businesses that have supported us throughout the year. The Servant Headquarters donated the scones for our Devonshire tea, Steak n chops for discounting the price of the sausages for our BBQ’s, Coles Tanilba Bay for donating the bread, and the trolley of groceries worth $400 for our guessing
competition and their constant support all year supplying fruit for harmony day and crunch n sip. Also Fire Management Services, for the fantastic donation of 1st and 2nd prize in our Xmas Raffle. With the generous donations and support of these businesses this allows the P&C to make a greater profit which benefits TBPS and our students.

I would also like to thank our Vice President Kristy Davies, our Secretary Kelly Coupe and our Treasurer Sue Hamilton along with all the members of the P&C for all your support throughout my first year as president. With new members joining this year along with long standing members we have achieved another successful year. So we are pleased to be able to present Mr Wylie and Tanilba Bay Public School with a cheque for $6700 to pay for the purchase of the new design classroom chairs and new classroom blinds.

So once again, thanks to everyone involved for their help during 2014 and I look forward to working with you all in 2015 and hopefully with some more new members too. I wish you all a safe and happy festive season.

Gail Badger
President
Tanilba Bay Public School
P&C Association

Student Representative Message

2014 was a happy and successful year for the parliamentarians of Tanilba Bay Public School. We had fundraisers, discos, sporting events and many more activities which the whole school enjoyed. Major events for the year included the swimming carnival, the Easter Hat parade, and the Anzac Day ceremony, cross country, athletics carnival, the presentation assembly and the Year 6 Farewell. All parliamentarians helped with these events and we were also given the opportunity to have our say.

One of the most memorable events was the Market day. We had heaps of amazing rides and some delicious stalls. All of the year 5 and 6 students participated in it and it was heaps of fun. Everyone enjoyed watching Mr. Gattenhof trying to kiss a pig. It was such a good day and we raised enough money for the year 6 farewell so there was no extra cost for our parents.

All of the parliamentarians in 2014 were amazing and I feel so lucky to have been a part of it. We discussed many things and a highlight was the discussion we had with Port Stephens Council about a new playground to be built in Tanilba Bay. When it is finished we know that many children will benefit from the wonderful new playground we helped create.

As parliamentarians the jobs we were assigned were certainly not boring! We set up the hall for assemblies, we were role models for younger students, we helped the teachers with jobs such as giving out notes and newsletters and we were just there when help was needed. We also identified & solved many issues that were raised during Parliament meetings.

Tanilba Bay Public School is a great school. I realised this when I started on in 2008 as a grade 1 student. We have stunning plants and animals that surround our school and wonderful facilities such as our canteen, library & school hall. The teachers taught us many useful things & made learning fun, the P&C and the community supported us in fundraisers and many other ways and all of our families really helped make Tanilba Bay Public School the best!

I will miss being a part of Tanilba Bay Public School but I know it will continue to be a wonderful school to all of the students who are lucky enough to attend.

Kaylah Newey - Prime Minister 2014
**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>246</td>
<td>226</td>
<td>232</td>
<td>240</td>
<td>252</td>
<td>271</td>
<td>286</td>
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<tr>
<td>Female</td>
<td>215</td>
<td>205</td>
<td>207</td>
<td>207</td>
<td>222</td>
<td>223</td>
<td>232</td>
</tr>
</tbody>
</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.

**Workforce 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.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>17.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>29.682</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

The Professional Learning program at TBPS is recognised as providing vital training for improving teachers’ skills, competencies and knowledge and in turn improving learning outcomes for students.

Teacher professional learning is informed by the school’s targets with reference to the Strategic Plans for both the Hunter Central Coast Region and the Department of Education and Communities and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions.

In 2014, members of staff, including support teachers participated in professional learning for one hour each Wednesday morning which focused on literacy, numeracy, English and Mathematics Australian Curriculum, teaching with new school ICT, Gifted and Talented Education, and mandatory DEC training on CPR, Child Protection, Asthma and Anaphylaxis.

Teachers also undertook courses externally in Understanding Autism, PBL (classroom settings), ICT, PLAN, and Literacy and Numeracy.

Beginning Teachers

Three teachers achieved their accreditation through the Australian Institute of Teaching in 2014. Seven teachers in addition to this were working toward Board of Studies Teaching and Education Standards (BoSTES) accreditation. Five new scheme teachers were maintaining accreditation at Proficient.

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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>297571.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>479324.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77997.19</td>
</tr>
<tr>
<td>Interest</td>
<td>6752.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21309.25</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1095163.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>558.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>54132.74</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>53593.95</td>
</tr>
<tr>
<td>Library</td>
<td>7077.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>419444.83</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>61931.89</td>
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<tr>
<td>Maintenance</td>
<td>47917.72</td>
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<tr>
<td>Trust accounts</td>
<td>18737.17</td>
</tr>
<tr>
<td>Capital programs</td>
<td>25813.60</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>890853.49</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>204310.19</td>
</tr>
</tbody>
</table>

In 2014 the staff training and development costs were covered within tied grants.

A full copy of the school's 2014 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 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 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 and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements

Positive Behaviour for Learning

PBL continues to be the framework which guides our welfare processes and procedures across the entire TBPS setting. In 2014 further developments have been made to the ways in which Tanilba Bay Public school has become immersed in PBL.

One of the primary focuses for the year has been the implementation of the updated school wide PBL lessons which have been delivered by teachers in all classrooms K-6 on Monday afternoons. These lessons have been designed to allow teachers the opportunity to explicitly teach the PBL expectations to students throughout the year. Moving forward these lessons will be adapted to suit identified areas of need as identified through school data collection.

School signage has also been an area whereby the PBL message has been communicated to staff, students and school visitors in 2014. In particular, school flags which reflect the school PBL expectations have been proudly displayed at both the front and rear paths leading into the school as a reminder of our ongoing commitment to PBL.

Student achievement in the PBL expectations continues to be recognized by way of a badge award as well as through a range of card based awards. The PBL badge has become a highly sought after symbol of student achievement and reflects a student’s commitment to being friendly, being safe, being respectful and doing your personal best.

Throughout 2014 members of the PBL team have attended a series of PBL communication and training afternoons, known as HUB meetings, where other schools from the area have been given an opportunity to come together to learn and share stories of their respective PBL journeys.

The PBL calendar culminated in 2014 with the PBL expo which was held at The West Leagues Club in Newcastle. The day consisted of a combination of over 60 static stalls from over 50 schools which showcased a variety of approaches to PBL. In addition to the stalls there were a series of key note speakers who presented talks on various aspects of PBL and how it has shaped their current school experiences.

PBL continues to be a highly successful tool in shaping successful educational outcome for all Tanilba Bay Public School Students. I look forward to continuing the good work of the PBL team into 2015 and beyond.

Excursions

ES1 – Reptile Park

In Term Four the students in Kindergarten visited the Australian Reptile Park. Students enjoyed a wonderful opportunity to see many of the native animals we have to offer here in Australia. Students enjoyed the Reptile Show and the experience of seeing the reptiles up close and getting to touch them as well. Kindergarten were kept busy with the many exhibits and enclosures and loved continuing their learning on Australian animals back in the classroom. It was a wonderful opportunity for both students and teachers alike.

Stage 1 - Murrook

Stage 1 visited Murrook and the sand dunes for their annual excursion in 2014. Prior to the excursion, the students were exploring a literature unit that focused on The Dreamtime. They had developed an understanding and appreciation of Aboriginal beliefs and culture through reading, listening to and writing Dreamtime stories.

After a short bus ride, the students were met at Murrook by Uncle Jonathan and the other aunts...
and uncles. Uncle Jonathan delighted and educated the students by sharing his knowledge and expertise of the Worimi people. The other uncles and aunties guided the students through a series of activities such as boomerang painting and storytelling.

After a delicious lunch, cooked by the aunties and uncles, the students were driven out to the sand dunes. They were allowed to visit a special part of the dunes that contained ancient rocks and shells that had been used by the Worrimi people in the years past. It was quite overwhelming to realise how much history that was contained in that particular area.

The excursion was enjoyed by all who participated and it further cemented the student’s appreciation and respect for the Worimi people, their culture and history.

Stage 2 - Tanilba House

In 2015 Stage Two went to Tanilba House as part of our Human Society and Its Environment (HSIE) topic ‘Australia You’re Standing in It’. The Stage two students walked to Tanilba House as a group. The students were given a guided tour of the house and had opportunity to ask questions about historical features of the beautiful building. Students worked in groups and rotated through activities such as landscape drawing and fact finding exercises. Student had the opportunity to have a beautiful picnic by the waterfront before walking back to school. All students enjoyed the excursion and learnt a lot about their local history.

Stage 3 – Sydney

Stage Three travelled to Sydney on an overnight excursion and had many valuable learning and social experiences.

Parliament House was a real treat as the children were able to debate a bill in the official chambers. Many of them showed remarkable skills and may be destined for a career in politics!

The IMAX Theatre was amazing and the children experienced a movie about weather and the accompanying storms and twisters that come with it.

We went to The Powerhouse Museum and became involved in the Goldfield Game where the children adopted roles that were pertinent to the era. Some of the roles were prospectors, troopers, bushrangers and doctors. The children had a wonderful time during this learning experience and then went on to explore the rest of the museum. The moon rock was a favorite as well as the chocolate making machine!

The Art Gallery gave the children the opportunity to observe famous works from history as well as more contemporary work. Their quiet demeanor during the tour was evidence of how amazed they were at the size and detail of some of the pieces.

The accommodation at Galston Gorge was excellent. The food was yummy and there was even the opportunity for seconds which pleased some of the growing children greatly. The children enjoyed an outstanding magic show in the evening and most were very happy to get some sleep ready for their activities, and home, the next day!

Rugby League Report

This season gave our boys an increasing number of opportunities to enjoy and develop their rugby league skills with training starting in term 1 and the final game of the year being played in term 4. The season started with our senior boys’ team winning the Paul Harragon Cup. Throughout the year the squad enjoyed ongoing success by progressing to the Knights Knockout Grand Final at Hunter Stadium for the second year running. The team also qualified for the Jarrod Mullen Cup finals day and narrowly missed a Grand Finals berth after progressing from the pool stage undefeated. Tanilba Bay also participated in the PSSA State Cup competition and we unlucky not to progress into the later rounds.
Our junior boys gave their all at the 10s Knights Knockout competition and tried hard all day coming away with a win and a draw from their four games. For a lot of our junior players it was their first opportunity to participate in this event and they did so with great enthusiasm representing the school to a high standard.

I would like to thank all parents, carers, extended family and friends who helped to transport and support both squads throughout the season. The school rugby league teams participated in a growing number of tournaments and games this season and your ongoing assistance has made their participation possible.

To the current players leaving our school and our team I would like to congratulate you on your achievements and wish you all the best for the future. To the boys trying out for squads next year I wish you good luck and I will see you all in term 1 2015.

Dr Tim Marchant

Dance

Star Struck is a Hunter, Central Coast and Port Stephen’s dance festival. Star Struck involves both primary and high schools students in the performances. Many different schools all work collaborative on an item that is presented in a 2 hour long show. This year Tanilba Bay Public School sent one dance group comprising of 16 students ranging from year 3 to year 6.

We performed in a segment devoted to dancing and shoes. Our item was named Dancing on the Ceiling. The students performed in four shows which included two matinees and two night time shows. The Tanilba Bay Public School Star struck performers received two awards; ‘Best Dancers’ and ‘Cleanest Area’.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

At TBPS, Aboriginal perspectives are incorporated into teaching and learning programs throughout all stages. Whole school and stage programs focus on improving learning outcomes for all students through the education of Aboriginal history and culture. Students in all grades have learnt about traditional and contemporary Aboriginal people, culture and customs through explicit teaching programs and exploration of different themes and concepts across the Key Learning Areas in all stages.

Specific activities in 2014 included:

- During NAIDOC Week, students were asked to wear colours to represent Aboriginal Culture and Heritage. School leaders spoke at assembly to inform students about the significance of the colours in the aboriginal flag and NAIDOC Week.
- Every Tuesday afternoon we had Jonathan Lilley from Murrook come and teach our ATSI children Gathang and Worimi History and Culture.
Multicultural education and anti-racism

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 2014, 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.

Resource Allocation Model (RAM)

This year we received funding based on two components of the new Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW Public Schools. The two components are: Aboriginal background and socio-economic background.

TBPS received $40844 for Aboriginal Background and $174528 for socio-economic background. The socio-economic background funding is based on the Family Occupation and Education Index (FOEI).

These funds were used to provide teacher release to plan individual learning plans and for student support in numeracy and literacy.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysing student data from NAPLAN and school benchmarking.
- Analysing student work samples.
- Surveys which involved students, parents and staff.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- Improved student comprehension skills, particularly inferential comprehension.

Evidence of achievement of outcomes in 2014:

- Collaborative planning sessions were undertaken to provide consistent teacher judgement of assessment benchmarking and plotting students onto the comprehension aspect of the continuum.
- Each teacher used assessment strategies to benchmark their students’ comprehension skills and determined their cluster on the literacy continuum.
- Literacy continuum information on each student’s comprehension cluster has been recorded in SENTRAL to provide internal tracking of all students from year to year.
- Individual learning plans (ILPs) were written for targeted students.
- Project based learning was
conducted for teachers on implementing Story Telling as a quality pedagogy to explicitly teach and assess comprehension strategies.

- Collaborative planning sessions were undertaken to provide professional learning on how to explicitly teach reading comprehension.
- Explicit reading comprehension lessons were undertaken four times per week.
- NAPLAN data was analysed to determine areas of diagnostic need which indicated making inferences for Year 3 and interpreting text for Year 5 were priorities. A need to become more familiar with answering NAPLAN style questions was also found.

**Strategies to achieve these outcomes in 2014:**

- Continue to benchmark students in each class and determine their cluster on the literacy continuum.
- Learning and Support Teacher mentors target grade teams in guided, modelled and independent teaching strategies.
- Analyse internal and external data to identify individual students’ needs for provision of appropriate support.
- ILPs written and implemented for targeted students.
- Undertake grade based collaboratively planned consistency in teacher judgment (CTJ) reading comprehension tasks.
- Implement guided, modelled and independent teaching strategies in the programming and teaching of reading comprehension using resources such as SMART that differentiate teaching/learning and conduct action learning sequences. Viewing of expert teachers in classroom settings is an option.
- Implement use of Program Builder.
- Continuation of project based learning.
- Familiarise students with NAPLAN style reading comprehension questions.
- Undertake parent information sessions.

**School priority 2**
**Numeracy**

**Outcomes from 2012–2014**

**Increased levels of numeracy achievement for every student.**

**Evidence of achievement of outcomes in 2014:**

- NAPLAN data was analysed to determine areas of diagnostic need.
- School wide benchmarking was continued across all strands of mathematics.
- The use of a specialist measurement teacher to teach and mentor the measurement strand, in addition to classroom lessons was continued.
- Guided, modelled and independent teaching strategies were planned and implemented.
- A parent information evening, which received positive feedback, was held.
- Measurement will continue to be a focus area in 2014.
- There will also be a focus on problem solving.
Strategies to achieve these outcomes in 2014:

- Use PLAN to accurately determine baseline achievement data of incoming students.

- Staff uses the numeracy continuum to guide teaching and direct student learning across all stages, leading to 80% of Year 1 and 2 students showing growth on the early arithmetic strategy continuum of at least one level and 80% of Year 3 and 4 students showing growth on the place value continuum of at least one level.

- Analyse internal and external data to identify individual students’ needs for provision of appropriate support. ILPs written and implemented for targeted students.

- Focus on explicit teaching strategies in measurement through RFF program for one semester per class and within classrooms for the other semester, ensuring that working mathematically outcomes are addressed within the learning tasks.

- Metalanguage across K-6 and incorporation of problem solving skills and explicit focus on embedding working mathematically into all learning opportunities.

- Utilise NAPLAN data to inform whole school planning, placing a strategic emphasis on areas of underperformance.

- Continue whole school benchmarking in all strands of mathematics.

- Continue grade based collaboratively planned CTJ tasks and associated rubrics with a numeracy focus.

- Continue to use modelled, guided and independent teaching strategies in the programming and teaching of numeracy using resources such as SMART which differentiate teaching/learning activities.

- Offer parent information sessions on specific strands of mathematics.

School priority 3

Student Wellbeing

Outcomes from 2012–2014

Improved student engagement in learning.

Evidence of achievement of outcomes in 2014:

- Significant professional learning on PBL was undertaken for staff and students, specifically with the introduction of PBL classroom systems.

- Support materials including posters, lessons and research continued to be available.

- An extensive school wide survey on bullying was undertaken and acted as a catalyst for the establishment of an electronic database via SENTRAL. The database is used to record, monitor and track student behaviour.

- Further to these achievements, in 2015 the electronic database will be expanded to include awards.

- Permanent signage displaying the school’s expectations will be erected.

- Special programs will be introduced based on the data collected in 2014, to assist students with social skills, play, reporting and bullying.

- The school’s anti-bullying policy will be revised and updated with a particular focus on cyber-bullying.
Strategies to achieve these outcomes in 2014:

- Continue to reinforce the PBL code within the school community.
- Revisit PBL lesson plans to support student understanding and compliance with school expectations in all settings.
- Review school Student Wellbeing support materials and PBL lessons and make available to all key stakeholders – teaching staff, office staff, casual teachers, student teachers and visiting teachers.
- Analyse student wellbeing data regularly and communicate results to PBL portfolio and Leadership teams.
- Use SENTRAL Student Welfare software to monitor and record student behavior.
- Implementation of lunch time social skills program or similar initiatives to assist identified students.
- Use SENTRAL Student Welfare software to monitor and record student achievement (Awards).

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, students and staff were surveyed using the online Survey Monkey tool.

The most common responses by parents as to what the school does well were the following:

- High quality teachers
- Extra-curricular activities
- Great community spirit

- Good communication
- Excellent ATSI programs

The following are just some of the 146 positive comments in the survey:

“1. Good academic results, 2. Friendly and pleasant environment, great facilities, 3. Mix of varied and interesting activities on site and excursions (sport, arts cooking, gardening, etc.).”

“Ensuring children’s security, creating an exciting study environment for children, developing multiple academic and non-academic skills for children.”

“Caring staff who work at a high level. Excellent resources.”

The most common responses as to what the school could improve on are the following:

- Communication: parent/teacher feedback, curriculum resources, office calendar changes made at last minute
- Homework: too much, too hard, inconsistent across stages
- Playground: supervision, eating areas/seating and tables, more shaded areas, K-2 separate play area
- Healthy eating: canteen (more days) and healthier food
- Technology: more needed, better use of technology
- Literacy and numeracy: more focus on Mathematics

Strategies and systems have been put into place to address these areas of concern in 2015.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan will have 3 strategic directions. Each strategic direction will:

• define the key improvements which combine for the school to achieve excellence
• represent a high level and future-focused educational priority which is evidence based and data informed
• be a succinct statement that drives the development of the school’s educational and organisational leadership culture
• make explicit links to the dimension of the school excellence framework.

Staff have decided on these 3 strategic directions for 2015 – 2017 based on our school evaluation feedback and an understanding of the Melbourne Declaration of Educational Goals for Young People 2008.

STRATEGIC DIRECTION 1
Creating a high performing and dynamic learning school.

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

Purpose: To provide a high standard of educational outcomes through the combination of curriculum resources, targeted human resources, ICT infrastructure teaching and learning programs which inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

STRATEGIC DIRECTION 2
Systems leadership and collective efficacy

Embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Purpose: To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

STRATEGIC DIRECTION 3
Enhancing Community Engagement and Participation.

Continue to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Purpose: To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experience to achieve their personal goals and lead successful lives in the 21st century.
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.

Clare Ashby – Assistant Principal
Gail Badger – P&C President
Lisa Dovey – Classroom Teacher
Scott McBain – Classroom Teacher
Tim Marchant – Classroom Teacher
Sheree Morley – AEW Aboriginal Education Worker
Kaylah Newey – School Leader
Sarah Schofield – Classroom Teacher
Stuart Wylie - Principal

School contact information
Tanilba Bay Public School
1A King Albert Ave
Tanilba Bay 2319
Ph: 49824762
Fax: 49823112
Email: tanilbabay-p.school@det.nsw.edu.au
Web: www.tanilbabay-p.schools.det.nsw.edu.au
School Code: 4547

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