Our school at a glance

Students
Tulloona Public School’s enrolment numbers have only slightly changed throughout the year. The 2010 school year began with 10 children and it concluded with 9 children. In 2011 we will continue to run a transition program for children preschool children.

Staff
Tulloona PS is a P6 school with a Teaching Principal. In 2010 all staff have shown a high degree of commitment to the needs of the children in our small and isolated community.

All staff work together as a whole school team inclusive of administrative, teacher support and ancillary staff.

There is access to casual relief teachers through the Rural Area Relief scheme as well as dedicated teachers who are willing to travel from Goondiwindi.

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

Significant programs and initiatives
During 2010, the school was involved in the following initiatives:

Go Healthy Go- This program combined many aspects of a healthy lifestyle: nutrition, physical activity and hygiene practices. The children were instructed and encouraged to make healthy food choices. All children had their daily Brain Gym time, fruit break and Skip It On time. The school focused on Fruit and Vegetables in the Month of September. All children had cooking lessons on Thursdays of Term 3. Children travelled to Moree to explore the supermarket to identify, price and learn about the growing process for each and every fruit and vegetable available. The school participated in the Premier’s Sporting Challenge and many combined sports days. All children have participated in the dental hygiene program called Brush To Shine.

Swim For Life- In 2010, the school devised and implemented their own swimming program. The swimming lessons were performed at a local pool with the Teaching Principal and Assistant teaching the content of a comprehensive swimming program.

Student achievement in 2010

NAPLAN Results
The school is unable to report on Year 3 and Year 5 students results for NAPLAN as there were less than 10 students in each cohort and doing so may identify individual students.

Messages

Principal’s message
Tulloona Public School is in the New England Region, seventy kilometres north of Moree and fifty kilometres south of the Queensland border. It is a small, isolated school surrounded by farming land. The school has quality programs and is central to the Tulloona community. The school provides education for students drawn predominantly from the rural area surrounding the school.
The Tulloona Public School is a unique educational setting. It is equipped with highly skilled staff and a plethora of teaching resources. Our vision for all students is that they will acquire the skills, values and behaviours that will allow them to develop into self motivated learners and reach their true potential with high self esteem.

We ensure that all learning programs develop strong foundations in Literacy and Numeracy, stimulate high creativity and promote physical coordination and team work.

I certify that the information in this report is the results of a rigorous school self evaluation process and is a balanced and genuine account of the schools achievements and areas for development.

Felicity Ford

P & C and/or School Council message

The P&C committee of Tulloona Public School is a small informal organisation active in promoting the best interest of the school and the community.

The Committee has not completed any fundraising events this year.

Debra Faulkner
P&C Treasurer

Student representative’s message

Good evening,

I am the only Year 6 boy at Tulloona School. I returned to school here this year. This year we have completed heaps of extra-curricula activities. We went to swimming carnivals, to a fruit and veg excursion, the Moree Art Gallery, the Regional Library, two camps, a trip to a musical in Bingara and even ice skating. We have all learnt lots of new skills in the classroom. We have fun at school and try to remember all the things we are supposed to. I will miss the school next year as I will be in Moree for High School. Thankyou

Blake Woodham

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Student attendance profile

#### School

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>96.6</td>
<td>93.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>93.8</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>98.5</td>
<td>88.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>92.1</td>
<td>93.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>88.6</td>
<td>79.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>95.3</td>
<td>86.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>na</td>
<td>83.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>85.9</strong></td>
<td><strong>89.3</strong></td>
<td><strong>94.0</strong></td>
<td><strong>87.3</strong></td>
</tr>
</tbody>
</table>

#### Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>1</td>
<td></td>
<td>92.0</td>
<td>92.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Enrolments Graph

- **Years**: 2006 to 2010
- **Graph Legend**:
  - Male
  - Female

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### Student attendance rates Graph

- **Years**: 2007 to 2010
- **Graph Legend**:
  - School
  - Region
  - State DET
Management of non-attendance

At Tulloona Public School it is required for parents to inform the school about the reason for absence. Attendance rates are high and absentees are usually due to illness or wet and inaccessible roads. The wet weather has a huge effect on student attendance rates due to the school being surrounded by impassable roads when they are wet. On wet days the children are required to complete their ‘Wet Packs’.

Class sizes

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

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

<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>WHOLESCHOOL</td>
<td>K</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WHOLESCHOOL</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>WHOLESCHOOL</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WHOLESCHOOL</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WHOLESCHOOL</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WHOLESCHOOL</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes

Students are taught in a single multi-age class. The classroom environment and structure provides individual learning programs for each year level and stage group. Children are working towards their stage group outcomes. Literacy and Numeracy are the focus areas with other Key Learning Areas taught as Integrated Units. Integrated Lessons have an emphasis on cooperative learning.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
</tbody>
</table>
Deputy Principal(s)
Assistant Principal(s)
Head Teachers
Classroom Teachers
Teacher of Emotional Disabilities
Teacher of Mild Intellectual Disabilities
Teacher of Reading Recovery
Support Teacher Learning Assistance
Teacher Librarian
Teacher of ESL
Counsellor
School Administrative & Support Staff 2
Total 3

The National Education Agreement requires schools to report on Indigenous composition of their workforce. 0% of the Tulloona Public School staff identify as Indigenous.

Staff retention
In 2010 teaching staff have remained the same as 2009. The General Aid position was filled permanently in Term 3.

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></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>130929.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>42215.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32610.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>575.00</td>
</tr>
<tr>
<td>Interest</td>
<td>5412.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>400.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>212143.13</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
| Key learning areas        | 9346.33 |
| Excursions                | 2418.18 |
| Extracurricular dissections| 1158.12 |
| Library                   | 4290.74 |


A full copy of the school’s 2010 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 2010

The children of Tulloona Public have made huge improvements in all aspects of school life in 2010. They have experienced and actively participated in new events, programs and curriculum initiatives.

Achievements

Arts

A wide range of opportunities were provided in 2010 to maximise, develop and showcase the abilities of our students. Students were involved in the following:

- Macintyre Young Writers’ Competition with a student receiving the Kindergarten Prize
- Goondiwindi Show Display- Tulloona was awarded 3rd overall.
- Visit and guided tour around the Moree Art Gallery
- Small Schools Disco and Dancing
- ANZAC Day and Remembrance Day ceremonies.
- NAIDOC DAY at Toomelah
- Scotland Day- CWA
- Fruit and Veg Month
- Bookweek- Dressing up and performing as book characters.
- Drama Workshop during small school’s camp
- Formal Assemblies

Sport

All children have travelled and participated in many combined school sports days around the region. All children travelled to Boomi for a camp that involved workshops from Cricket NSW, Tennis NSW and Soccer NSW. A combined Athletics Carnival at Croppa Creek, The interschool Cross Country at
North Star, The McIntyre Athletics Carnival in North Star and The McIntyre Swimming Carnival in Goondiwindi. The children have had experienced teachers teach the rules and skills of Touch Football, Basketball, Netball and Softball and Athletics.

Other

The school coordinated an excursion to The Gold Coast, North Coast and Brisbane in the last week of Term 1. All children travelled on the bus for the excursion. The excursion involved hands on learning at Sea World, Brisbane Museum, ScienceCentre, Mt Coota Lookout, Australia Zoo, Ten Pin Bowling and the beach.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

The school is unable to report on Year 3 students as there were less than 10 students and doing so may identify individual students.

Numeracy – NAPLAN Year 3

The school is unable to report on Year 3 students as there were less than 10 students and doing so may identify individual students.

Literacy – NAPLAN Year 5

The school is unable to report on Year 5 students as there were less than 10 students and doing so may identify individual students.

Numeracy – NAPLAN Year 5

The school is unable to report on Year 5 students as there were less than 10 students and doing so may identify individual students.

Progress in literacy and numeracy

Data cannot be reported as there were less than 10 students and doing so may identify individual students.
Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010
Data cannot be reported as there were less than 10 students and doing so may identify individual students.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010
Data cannot be reported as there were less than 10 students and doing so may identify individual students.

Significant programs and initiatives
Aboriginal education
Aboriginal education has continued to be integrated across all key learning areas (KLA) during the year. Tulloona Public school has ensured all students are aware of the issues facing Aboriginal students both locally and across Australia.

In addition to the integrated lessons students have attended NAIDOC Day in Toomelah. This day celebrates the Aboriginal culture. All children participated in jewellery making, aboriginal art techniques, face painting, Johnny Cake making, Aboriginal music and dancing workshops.

The introduction to all school assemblies and gatherings is an acknowledgment of the original owners of the land and is spoken by staff and students.

Multicultural Education
In Term 2, the children completed a unit about the cultural and social customs of the country of Scotland. The children had to research and explain particular information about the country of Scotland. The research focused on particular parts of the country. These parts were: Physical attributes- mountains, lakes, rivers and forests. Social attributes- social customs, traditional, foods and music, employment and industry, significant religions and recreational activities. Factual attributes- Capital city, population, location within the continent and hemisphere and Government system. This unit greatly increased students’ knowledge of the world around them, enhanced their computer skills, developed their public speaking ability and gave them further appreciation for other cultures.

This project was the focus for the CWA International Day. The children researched, prepared, presented and taught information to the entire community about Scotland. The children lead the audience to create an information report about Scotland. They then role-played the key facts of Scottish history, competed in the Tulloona version of the Highland Games. All activities were completed while wearing traditional Scottish Kilts. The children’s kilts were made in traditional Scottish tartans by a community member. The day concluded with a Scottish meal with traditional music from a local who plays the bagpipes.

Our local “Pete the Pilot” a community member presented an informative speech about his second voyage to Antarctica. He provided the children with a digital display of the landscape and animals of Antarctica. He explained the requirements and planning for living in arctic conditions. The children
dressed in outdoor coats, socks, boots etc. This speech broadened the perceptions and understanding of living in another continent and increased their appreciation for other cultures.

**Respect and Responsibility**

The Tulloona Public School considers all children to be equal. The children are expected to treat fellow peers and staff with respect and good manners. Children are required to treat each other fairly during games, classroom activities and extra curricula events. The children are aware that they must be responsible for their own actions. They are aware that if a rule is broken a consequence will result.

The school has had formal anti-bullying lessons throughout the year. These lessons have focused on examples of bullying behaviour, defending oneself against bullying, outlining the stereotypical occurrences of bullies, bullying in the high school setting, bullying in adult settings and the legal consequences. The staff encourages all children to appreciate their differences, skills and talents.

The staff has encouraged all children to be responsible and take care of equipment and resources within the school. The children are explained the correct way to use and treat equipment and the cost to replace items.

Children are required to participate in school based community events. The children are aware of the behind-the-scene organisation associated with events. The children are often required to voice their appreciation to convenors and leaders at the conclusion of the event.

The children are encouraged to be honest, reliable, considerate, active, and informed members of society. During class, descriptions of leaders within the world from all sectors of society are described and their achievements and role is highlighted.

**Country Area Program (CAP)**

The school is supported by an allocation of funding through CAP. This program aims to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged due to geographical isolation. The aim of CAP funding is to ensure educational outcomes of isolated children are equal to non isolated student outcomes. CAP is an equity program that seeks to reduce the achievement gap for students through collaboration with students, teachers and school communities within local communities.

In 2010 Cap funding enabled our school community to access special programs. It supported the following programs:

**Happy Healthy Harold Day**

CAP provided funding for the bus travel to attend the Life Education program ‘Happy Healthy Harold’. This promoted personal safety, safety with medication and other drugs.

**Musica Viva**

CAP provided funding for bus travel to attend the Musica Viva Program in North Star. This program demonstrated music in the highest caliber. All children experienced an orchestra and they were given information about all musical instruments.

**NAIDOC Day**

CAP provided funding for the children to attend the NAIDOC Day at Toomelah. The children were organized into mixed school groups. The children were immersed in Aboriginal culture and customs.
The children participated in jewellery making, aboriginal art techniques, face painting, Johnny Cake making, Aboriginal music and dancing workshops.

**Gold Coast Camp**

CAP provided funding for the children to attend exhibits on our Term One Excursion to the Gold Coast and Brisbane. The children attended the Sciencecentre, Queensland Museum, Sea World, Australia Zoo, the beach and Mt Cootha lookout.

**Creative Arts**

Students were given access to expert tuition and excursions in the Creative Arts. They participated in visual workshops and practical sessions with a local artist.

**Sport and Physical Activity**

In 2010 the students were made aware of the importance of physical activity to maintain overall health. The teachers taught comprehensive Physical Education lessons, equipped students with necessary skills for sports competitions and ensured each child was aware of the organizational components of participating in structured sport competitions. In 2010 the children competed in the Premier’s Sporting Challenge. This competition encouraged all children to be physically active for a minimum of 60 minutes each day.

**Bingara Musical**

CAP provided funds for bus transport for the children to attend ‘Joseph and the Technicolour Dreamcoat’ musical. This was the first musical our children had attended. It opened the eyes of our students to see and experience the excitement of live performances.
**Ice Skating**

CAP provided funding for bus travel for the children to experience ice skating in Term 4. This activity was considered to be sensational by our students.

**Fruit and Veg Excursion**

CAP provided funding for bus travel for the children to visit Moree. In Moree the children had a guided tour of the fruit and vegetable section of the largest supermarket. The student were required to identify each and every fruit and vegetable and listen to detailed information about the growing process, harvest information and nutritional benefits.

**Moree Art Gallery**

CAP provided funding for bus travel for the children to have a guided tour of the Moree Art Gallery. The guide/local artist examined each work and explained the process and attributes to the children.

**Moree Regional Library**

CAP provided funds for bus travel for the children to attend the library. The leading librarian gave a detailed tour of the structure and layout of a large library. The librarian provided information about popular authors and new books. The children enjoyed identifying many new series of books that they would like in our school library.

**Small Schools Camp**

CAP provided funds for children to attend the small schools camp in Term 4 at Boomi. This camp was a wonderful experience for our children to meet and complete activities with other children from other small schools from around the state. All of the children were broken into year groups. They were required to complete six workshops- Tennis, Cricket, Soccer, Drama, Art and a local author and illustrator. The children stayed overnight at the local hall and went swimming in the local pool. It was thoroughly enjoyed by all students and staff.

**Small School’s Conference**

CAP provided funding for all staff to attend the Small Schools Conference at the beginning of Term 3 of 2010. The staff found the Professional Development topics and workshops most beneficial.
Connected learning

The Tulloona Public School is unable to connect with Video Conferencing as the school is still reliant on a satellite for internet connection. During Term 4 our Connected Classroom was installed but is unable to connect until the satellite is replaced with Digital Cables. We will continue to make relationships with other schools and students through email, mail and school visits.

Progress on 2010 targets

Targets for 2010

Tulloona Public School has four Priority Areas for the School Development and Management Plan. These four areas are: Literacy, Numeracy, Student Engagement and Retention and Community Profile. All areas have strategies in place to achieve the desired goal for each area.

Target 1

75% of all students to achieve stage outcomes or better in Literacy.

Strategies to achieve this target include:

- Implement an explicit and systematic reading program for every student. Centred on 10 Reading strategies & Reading Recovery procedures.
- Analysis of individual student needs and provision of appropriate support such as STLA, Occupational Therapy, Speech Pathologist, Optometrist, using ILP’s for students with particular needs and tutoring.
- Analyse school based and NAPLAN assessment results/data for reading, writing and language conventions.
- Technology is utilised in classrooms and evident in teaching programs. Implement IWB teaching techniques within literacy lessons
- Implement an explicit and systematic Writing program for every student. The program will model and scaffold the construction of appropriate text types for students. Each genre will be revised regularly. Utilise PM Writing kits effectively.
- Student’s work is presented publically. (newsletters, noticeboard, classroom displays, community events and show display).
• Students participate in writing competitions- CAP Writers Festival, McIntyre Young Writers and others.

• Analysis of individual student needs and provision of appropriate support such as STLA, Occupational Therapy, Speech Pathologist, Optometrist, using ILP’s for students with particular needs and tutoring.

• Encourage parents to attend the presentation called ‘how to listen and help your child read at home’. Ensure it is scheduled for a convenient time.

• Encourage all parents to attend training for parents in literacy - CAP initiative

Our success will be measured by:

• NAPLAN results for children who are enrolled in year 3 and year 5.

• Student work samples and assessment items.

• Interviews with students and parents.

Our achievements for Target 1 include:

✓ All students are confident with the 10 Reading Strategies and are confident with the Sound Way Program.

✓ Staff and students provide constant feedback and strategies for reading improvement.

✓ NAPLAN results were pleasing for children and staff.

✓ Productive use of Listening post and Whiteboard during Literacy time.

✓ Student writing skills have improved dramatically throughout the year. PM writing used productively.

✓ Student writing samples included in the newsletter.

✓ All students entered at least 3 entries for McIntyre Young Writers. Cody Brassil (Kindergarten) received overall winner for age group.

✓ Provided Literacy information for parents. Most convenient method was via the newsletter each week.

Target 2

75% of all students to achieve stage outcomes or better in Numeracy.

Strategies to achieve this target include:

• Mathematics lessons are engaging and involve students in a variety of mediums-floor, desk, individual and small group. All lessons must involve a hands-on aspect to ensure all types of learners are being catered for.

• Students are encouraged to think out loud their mathematical processing as well as a variety of problem solving techniques.

• Analyse school based assessment, Maths Assessment kit and NAPLAN results to guide future teaching.
• Analysis of individual student needs and provision of appropriate support such as STLA, Occupational Therapy, using ILP’s for students with particular needs and tutoring.

• Implementation of the Kindergarten Assessment pack to inform teacher of Student’s strengths and weaknesses in Numeracy.

• Class lessons implement Count me in Too philosophies.

• In weekly newsletter explain what is being taught in classroom to encourage discussion about numeracy concepts at home. In newsletter give tips and strategies of mathematical activities that can be completed at home.

• Encourage all parents to attend training for parents in numeracy - CAP initiative

• Parent meetings to discuss student progress and outline strategies for future implementation

• ‘Math Mania’- Information afternoons for children to show their mathematical work to their parents and community. Hands on games in classroom, work book displays and smart board displays.

• Provide each child/household with a ‘Basic maths Facts’ book and ‘Primary Mathematics Dictionary’ for quick reference to assist in refreshing memory about primary maths content.

**Our achievements for Target 2 include:**

✓ Students enjoy mathematic lessons and often play math games during free time.
✓ Students are all confident to explain how they solve problems to the class.
✓ NAPLAN results were pleasing.
✓ All children completed the numeracy assessment for their appropriate year of school. All results indicate sound knowledge for all year levels.
✓ One-on-One assistance for students who have difficulty with particular concepts. All children enjoy the satisfaction of obtaining the difficult concepts.
✓ Weekly newsletter explains to parents the mathematical concepts being taught during the week. It usually includes photos of the children learning concepts.
✓ Formal Assemblies have included the ‘Math Mania’ showcasing the students new understanding of mathematical concepts.
✓ Students were provided with a Basic Maths fact book for their homework bag. It was used by children and parents. All were returned to be used again in 2011.

**Target 3**

**Improve perception and value of small school education.**
• Strengthen small school network by organising initiatives to include shared student learning opportunities and staff networking.
• Improve individual, student, staff and community knowledge of technology applications
• Increase community awareness and profile of school- advertising, community events, school events. etc

Our achievements for Target 3 include:

✓ Participating in the Term 4 Small schools camp at Boomi. Sensational opportunity for staff and students to interact for 2 days with others from small schools.
✓ Continued to build networks with other teaching Principals and staff of P5 and P6 schools at conferences and other professional development.
✓ Competed in a combined netball, soccer, and rugby league day in Goondiwindi with other small schools. Children enjoyed competing and being with 300 other children for the day.
✓ A feature article was included in the Border Living Magazine about the value of education in Small Schools. This reached many local people and put Tulloona Public School on the map and in many conversations.
✓ Community members have attended many of the school events and actively promoted our school within the wider community.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out 3 evaluations. Under the category of Educational and Management we evaluated our schools culture. Under the Curriculum category we evaluated English and all school members completed the Parent, Student and Teacher Satisfaction Survey.

Educational and Management Practice

Culture

The school evaluated the Culture of Tulloona Public School. This area was evaluated using a survey issued to all students, parents and staff.

Background

The survey identifies the different areas of school life. The components of the survey include the Cultural Context, Developing Ownership, Culture of Learning and Culture of Improvement.

Findings and conclusions

In all surveys completed by the Students, Parents and Staff there is a strong similarity between each survey. The Cultural Context component of the survey indicates that students, parents and staff strongly agree that the school understands and responds to the community, the leaders influence the school culture to enable the achievement of the school purpose, the schools structures and strategies recognize and celebrate achievement and the school’s main priority is meeting the needs of students.

The Developing Ownership component of the survey indicates that students, parents and staff strongly agree that plans, policies, programs and practices are supported by the school community, the schools culture fosters a sense of belonging and collective responsibility, the school community
recognizes, values and supports the contribution of new members to the culture of the school and
the school’s culture supports a sense of ownership of the school.

The Culture of Learning component of the survey indicates that students, parents and staff strongly
agree that the culture of the school promotes improved student learning outcomes, the school is a
community of learners and the school recognizes, values and supports the diversity of its learners.

The Culture of improvement component of the survey indicates that students, parents and staff
strongly agree that the school’s culture supports continuous improvement and the school’s culture
enables the achievement of fundamental change.

Future Directions
The school will maintain all aspects of the School Culture throughout 2011. The school will introduce
more initiatives to enhance the school culture. The school is to continually seek improvements.

Curriculum
At Tulloona Public School the Curriculum area of English is of the highest importance. The English
subject is focused upon each and every day.

Background
The survey identifies the different components of the English Subject within the school. The
components of the survey include importance of the English subject, the progress of the student’s
English skills, the resources available to teach English, the collaboration among peers/staff/parents
about what is learnt/taught in English.

Findings and conclusions
In all surveys completed by the Students, Parents and Staff there is a strong similarity between each
survey. The survey indicates that students, parents and staff strongly agree that English is an
important subject for the children, that each child has developed new English Skills, that the children
enjoy learning during English, that parents and students are well informed about their and their
child’s progress in English, that parents are willing to assist in special English activities, that the
school has plenty of equipment to teach English, that the children are learning the necessary
components of English, that children and parents discuss what is being learnt and taught during
English.

Future directions
The school will maintain all aspects of the English Curriculum throughout 2011. The school will
introduce more initiatives to enhance the variety in the English Curriculum. The school is to
continually seek improvement when teaching English. New programs and Curriculum initiatives will
be attended within the professional development area of the school.

Parent, Student, and Teacher Satisfaction

Background
In 2010 the school sought the opinions of parents, students and teachers about the school. This
survey was divided into two parts.

Part 1 of the survey identified the areas of Learning, Teaching, Management and Leadership. These
areas were examined using survey questions and a response of Almost Always, Usually, Sometimes
and Rarely was required to indicate the opinion of the person completing the survey.

Part 2 of the survey was a “You Tell Me” structure. It had 4 boxes for additional comments that they
would like to be included within the 2010 Evaluation Process. The heading within the boxes were
Findings and conclusions- Part 1

Learning Component

In all surveys completed by the Students, Parents and Staff there is a strong similarity between each survey. The survey indicates that students, parents and staff strongly agree that:

- The classroom is an interesting place to learn
- The teachers communicate to parents and students about student learning
- The students have access to good equipment to assist learning
- People other than the teacher help students to learn in the school
- The school expects that students achieve their best
- Students demonstrate pride in their learning
- While in class there is balance between independent and group learning activities
- Students complete new and different things
- Students see samples of work that highlight their improvement
  - Staff continually upgrade their skills and
  - Teachers share ideas about teaching and learning with other teachers

Teaching Component

In all surveys completed by the Students, Parents and Staff there is a strong similarity between each survey. The survey indicates that students, parents and staff strongly agree that:

- The content taught and learnt is important
- Teachers provide activities that are interesting and appropriate for the student needs and abilities
- The class is managed to help all student learn
- The teachers know what the students can do and what they need to learn
• Teachers keep records of student progress
• Parent and students known how student learning will be assessed
• The school provides clear information about student achievement using reports

Management
In all surveys completed by the Students, Parents and Staff there is a strong similarity between each survey. The survey indicates that students, parents and staff strongly agree that the Tulloona School:

• Looks at ways to improve its performance
• Continually makes minor changes to improve what it does
• Makes major changes to improve what it does
• Measures the success of its programs
• Meets the educational needs of the students
• Cares about the students and provides fair discipline
• Staff are valued and supported
• Teachers undertake extra training to improve their classroom teaching
• Is well organized
• Effectively manages and allocates money and other resources effectively
• Effectively communicates with students and parents

Leadership
In all surveys completed by the Students, Parents and Staff there is a strong similarity between each survey. The survey indicates that students, parents and staff strongly agree that the:

• School leaders understand the school and get the best from staff and students
• The school leaders value the contribution of individual and groups
• School leaders talk to students about work and find ways to help and make improvements
• Students, staff and parents and community members are treated fairly.
• School leaders introduce changes that are good for students
• School is always looking for ways to improve what it does
• The school involves all groups within the school community in deciding what it is aiming to achieve
• Staff, parents and students are encouraged to take leadership roles at the school
• School leaders inspire and motivate learners
• School leaders discuss ways to improve student learning
• School leaders are open to new ideas

Future Directions- Part 1
From the surveys it appears that the Tulloona School must continue to do what it is doing well in all aspects of the school. The crucial component is that the school must continue to strive for continual exceptional improvement.

Findings and Conclusions –Part 2
Part 2 of the survey was the “You Tell Me” structure. This provided varied comments from all that completed the survey. The headings within the boxes were Positive Feedback, Negative Feedback, Neither Positive nor Negative and Future Ideas That You Would Like To See In Our School. The responses are recorded below.

Positive Feedback
• Maths lessons are fun
• The Smart board
• Miss Ford is nice to everyone that is why I like her
• The equipment
• Computers
• Relaxed Environment
• Excellent home/school communication
• We have a wonderful Principal/Teacher with unfailing commitment to our children. She is enthusiastic and her enthusiasm is mirrored to our children. We are incredibly blessed to have such a dedicated, quality teacher.
• Our small class means the student teacher ratio is phenomenally good.
• I love that the school community is so closely knit
• Out Teacher Aid is committed to the children
• Our Teacher Aid works with the children 1:1 to help them with difficulties.
• I cannot fault the school or the teachers, they have the child’s best interest at heart, always improving any needs around the school and to children. They go beyond the call of duty.

Negative Feedback
• The green fence/gate
• The rocks
• Too strict
• Being a small school, parents believe that if they think anything is unfair, they believe it should be changed to keep the peace. This is unfair on parents asking such demands.

Neither Positive nor Negative
• I love the school
• The school is cool
• I believe in homework to watch my child’s progress

Future Ideas That You Would Like To See In Our School
• Less homework
• A veggie patch again
• More Art
• More Games
• Flowers
• New black board
• More kids that go to our school
• Inground swimming pool
• Whatever the principal/teacher desires. She deserves all the support you will offer her.
• More input by parents. Maybe parents could show the class basic recipe ideas and maybe join in and make their own, craft and sewing days. Kids loved the veggie garden and growing plants and flowers. The salad and veggies they grow could be used in recipes.
Findings and Conclusions –Part 2

The Tulloona School has taken this feedback and incorporated parts into the 2011 plan. The school will provide opportunities for future feedback about new initiatives throughout the 2011 year. In 2011, a suggestion box will be established at the front of the classroom for anonymous contributions from parent, staff and community members of how the school can be improved. The school will create a program for more parent and community members to provide input into the curriculum.

Professional Learning

All staff have completed Professional Learning within the 2010 school year. Principal/Teacher and Student Teacher Learning Assistant both completed in-services in the following areas:

Interactive Whiteboard/Smart board- We received detailed information about utilizing the new smartboard within the classroom.

School Website- Both fulltime staff completed in-service about the process of completing and updating the school website.

Merit Selection-Both fulltime staff completed the merit selection process. This process allows new staff to be chosen within the school.

OASIS Library- In 2010 our library has had a major restructure and has been reorganised. We have removed old books from the library circulation and replaced them with double the original amount. We have purchased, covered, barcoded and activated all of the books and other resources within our library computer system. This process has taken a huge amount of work from all staff within the school and District Office. All staff are now able to use all aspect of OASIS Library.

OHS- In 2010 the school was prepared for the OHS Audit. Judy Mills the OHS Coordinator provided information about the OHS Assessment Tool that was required to be completed during 2010. The school completed and has continued to implement the 12 areas of the OHS Assessment tool.

Code of Conduct- All staff were provided with a detailed examination of the Code of Conduct Document. It was made very clear to all staff the requirements and expectations.

SEG Meetings/ Principals Conference/ PARS Meetings - These days of Professional Development occur throughout the year and provide the Teaching Principal with current information about the New South Wales Department of Education and Training’s new policies and directions.

Small School Conference-This conference provided all staff with up to date information about topics that are exclusive to Small Schools. The workshops included- SASS Toolbox, ERN, Oasis, Engaging Mathematics lessons, PM Writing, CPR Refresher and Language for Multi-age classes.
School development 2009 – 2011

Targets for 2011

Target 1

_Students can confidently write using the correct structure for each genre. Key Genres include Narrative, Recount, Description, Information Report, Exposition and Discussion._

Strategies to achieve this target include:

- Attend teaching in-service about Exposition writing.
- Participate in local writing competitions to highlight skills.
- Staff participation in CAP Initiatives about Critical Literacy, Engaging Literacy lessons etc.
- Analysis of individual students needs and provision for appropriate support.
- Literacy information for parents.
- Investigate and purchase interactive software for use within literacy lessons.

Our success will be measured by:

- NAPLAN results for year 3 and year 5 students
- Writing assessments for all ages each term.
- Parents are informed about child progress in writing.
- Utilising the library intensely for stimulation of different genres about different topics.
- Provide one on one time for students in literacy. This individual time will allow children to receive individual assistance to obtain crucial Literacy skills.

Target 2

_Students are reaching stage appropriate outcomes in all strands of mathematics._

Strategies to achieve this target include:

- Each child to complete general testing for each strand within mathematics.
- Provide engaging, hands on lessons that ensure children retain skills, information and language from one lesson to the next.
- Discuss real life situations that mathematics is used in everyday life.
- Have children solve interactive and engaging mathematical problems.
• Analysis of individual students needs and provision for appropriate support.

Our success will be measured by:

✓ NAPLAN results for year 3 and 5 students
✓ Staff participation in CAP Initiatives including Count Me In Too.
✓ Continuous assessment is completed on each child for all areas of mathematics.
✓ Provide one on one time for students in mathematics. This individual time will allow children to receive individual assistance to obtain crucial mathematic skills.

**Target 3**

*Improve perception and value of small school education at Tulloona Public School.*

**Strategies to achieve this target include:**

• Learning programs are engaging and cater for all individual needs within the learning environment.

• Organise occasions at the school to promote to all who attend the importance of the Tulloona school, highlight the amount of resources it has and explain the teacher to student ratio.

• Participate in many activities within the local and afar communities for example Moree and Goondiwindi that advertise the Tulloona Public School. These events include local Show displays, colouring in competitions, art competitions and writing competitions.

Organise the 50 year Reunion and make this event known to all past students, staff and parents. Advertise this event heavily in the local newspapers and magazines.

Our success will be measured by:

✓ The Local perception about the school. The volume of relationships with others within the community that are interested within the school.

✓ Student numbers as new people/families arrive in the Tulloona district.

✓ Local committees who are welcome to use the school facilities to hold meetings eg Lively Ladies, Pony Club and Tulloona Ladies Club.

**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.

**School Contact Information**

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