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

Students

Tulloona Public School’s total enrolment has increased from 3 children in Term 4 2008 to 8 children in 2009. The 2009 school year concluded with 7 children. Next year in 2010 there will be an additional Kindergarten student enrolled.

Staff

Tulloona PS is a P6 school with a Teaching Principal. In 2009 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 2009, the school was involved in the following initiatives:

Transition- This year TPS has implemented a whole year weekly Transition to Kindergarten class. This program then increased to Wednesdays and Thursdays in Term 4.

Go Healthy Go- This program combined many aspects of a healthy lifestyle: nutrition, physical activity, First-Aid and hygiene practices. The children were instructed and encouraged to make healthy food choices and ‘The Breakfast Factory’ program was offered in Term 3 and 4. All children had their daily Brain Gym time, fruit break and Skip It On time. The school participated in the Premier’s Sporting Challenge and many combined sports days. The children participated in a junior First-Aid coarse. All children have participated in the dental hygiene program called Brush To Shine.

Go Green- The children and the staff, in particular the General Assistant, have created a vegetable garden, compost bins and worm factory. The children are involved in all aspects from garden to plate. They are responsible for preparing the soil, planting, watering, harvesting and meal preparation.

Swim For Life- In 2009, the school devised and implemented their own swimming program. The swimming lessons were performed at a local pool with the Teaching Principal and General Assistant teaching the content of a comprehensive swimming program.

Student achievement in 2009

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 3 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 3 students as there were less than 10 students and doing so may identify individual students.

Messages

Relieving 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 Message

The P&C organisation of Tulloona Public School is a small informal organisation active in promoting the best interest of the school and the community. They try to meet once a term on a Friday afternoon at 2:45pm. The committee elected at the AGM was President - Kallan Beveridge, Secretary- Nikki Gilkinson and Treasurer- Debra Faulkner. In Term 3 Kallan Beveridge and his family moved from the Tulloona district and consequently resigned from the President position. The Committee has not completed any fundraising events this year. The P&C purchased two new outdoor tables for the children to sit on and enjoy in Term 1.

Deb Faulkner
P&C

Student representative’s message

We have had a very busy year this year we welcomed Miss Ford to our school and welcomed back Mrs Faulkner. The year began with a lot of changes. Miss Ford had made our classroom very different. In April we travelled to Boomi for “Have- Go – Hockey” day. Miss Ford taught us some of the rules of hockey and everyone had fun. On the 6th April we went on our school camp. We travelled to Toowoomba where went to Queen’s Park, Cobb & Co Museum, Milne Bay Military Museum, Highfields’ Pioneer Village, Model Coachers (construction of passenger and other horse drawn carriages), Torrington Landscape Centre (talk about Australian Plants), Ten-Pin Bowling and Shopping a big thank you must go to Miss Ford and Mr and Mrs Faulkner. We all agreed the Ten-Pin Bowling was the best.

On the 25th April we marched in the Goondiwindi ANZAC day parade. This was the first time Tulloona School had marched ever in history. In May we won the Goondiwindi Show display for primary schools we were all very excited about seeing our work with the biggest trophy in the pavilion. The next event was the Cross-Country at Toomelah. We all tried hard and did our best. Week 5 was Education Week. This was an action packed week: we went to Croppa Creek for Happy Healthy Harold, Our Egyptian Extravaganza (Egyptian
information, Egyptian Games, Egyptian Food, Egyptian Mummies) and Book Week Character Dress Up Day. This was a great week. In week 11 we all went to Croppa Creek for our Athletics Carnival. Term 3 began with us learning about Space. We made our own Solar Systems. We had another athletics Carnival at Yetman. We all went to Croppa Creek for our First-Aid Course. It was here that we learnt about 000 and what to do in an emergency. We finished the term with another Formal Assembly. Term 4 was very busy it was the shortest term of the year. We learnt about the significance of Remembrance Day and prepared for our ceremony. The oldest children then attended the Cap Writers Festival- This was very exciting we met an illustrator and she taught us how to draw amazing illustrations. Each Monday during Term 4 we would go to our Swimming lesson. Thankyou Mrs Carrigan for teaching us how to swim. We then began preparing for our Christmas play ‘Caught By Christmas’. We had our annual Awards Night and Tulloona Christmas Party. We have had a great year and we would like to say thankyou to all of our teachers and helpers for all of your hard-work during the year.

Corey Holmes and Willow Johnson Priester

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.

The school has had an increase in student numbers during 2009. Tulloona Public School is reliant on the agricultural conditions within the district.

Student enrolment profile

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Student attendance profile

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<td>92.1</td>
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Student attendance rate is slightly higher than the region and state average for 2009.

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.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</tr>
<tr>
<td>K-5 BLUE</td>
<td>4</td>
<td>1</td>
<td>8</td>
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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.

Tulloona Public School has a very small number of staff. There were two positions retained from 2008. In 2009, the Relieving Principal and General Aid positions were filled by new staff.

Staff establishment

<table>
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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2</td>
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<tr>
<td>Total</td>
<td>3</td>
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</tbody>
</table>

0% of the Tulloona Public School staff identify as Indigenous.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Balance brought forward  134 343.06  
Global funds  42 923.59  
Tied funds  30 537.12  
School & community sources  425.00  
Interest  4 511.34  
Trust receipts  100.00  
Canteen  0.00  
Total income  212 840.11  

Expenditure  
Teaching & learning  
  Key learning areas  6 593.83  
  Excursions  0.00  
  Extracurricular dissections  1 130.11  
Library  3 385.98  
Training & development  220.00  
Tied funds  46 249.70  
Casual relief teachers  389.44  
Administration & office  12 354.57  
School-operated canteen  0.00  
Utilities  6 239.43  
Maintenance  5 347.44  
Trust accounts  0.00  
Capital programs  0.00  
Total expenditure  81 910.50  
Balance carried forward  130 929.61  

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

School performance 2009  
The children of Tulloona Public have made huge improvements in all aspects of school life in 2009. They have experienced and actively participated in new events, programs and curriculum initiatives.

Achievements  
Arts  
A wide range of opportunities were provided in 2009 to maximise, develop and showcase the abilities of our students. Students were involved in the following:  
  • Macintyre Young Writers’ Competition with
• Goondiwindi Show Display
• Moree Art Gallery 'Thousand colours art competition.
• Musica Viva performances at North Star
• ANZAC march and ceremony.
• NAIDOC DAY at Toomelah
• Under 8s days
• Egyptian Day- CWA
• Fruit and Veg Week
• Bookweek-
• Formal Assembly

Sport
All children have travelled and participated in many combined school sports days around the region. All children travelled to Boomi for a ‘Have A Go Hockey’ Day, a combined Athletics Carnival at Croppa Creek, The interschool Cross Country at Toomelah and the McIntyre Athletics Carnival in Yetman and the McIntyre Swimming Carnival in Goondiwindi. The children have had experienced teachers teach the rules and skills of Touch Football, Netball and Softball.

Other
The school coordinated an excursion to Toowoomba in the last week of Term 1. All children travelled to Toowoomba. The excursion involved hands on learning at Cobb and Co Museum, Highfields Pioneer Village and Milne Bay Military Museum.

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

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 2008
The school is unable to report on Year 3 students 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 2008
The school is unable to report on Year 5 students as there were less than 10 students and doing so may identify individual students.

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.

Significant programs and initiatives
Aboriginal education
Aboriginal educational has continued to be integrated across all key learning areas (KLA) during the year. In Term 1 all primary students discussed and learnt about the conditions for Aboriginal people in Australia before and after British colonisation. 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 of all school assemblies is an Acknowledgment of the original owners of the land, and is spoken by staff and students.

Teaching staff attended the Symposium for the launch of the new Aboriginal Education Policy in Armidale. All staff have examined the new document and discussed future direction within the
The school is a member of Dare to Lead and continues to provide students with appropriate resources.

**Multicultural Education**

In Term 2 students completed a multi cultural unit called ‘Where In the World is Granny May’. This unit focused on many cultures of the world. The children role-played flying into particular countries within the world. Each child was instructed on cultural and social customs of the country. The children had to research and explain particular information about the country. The research focused on three particular parts within each 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 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.

Within this unit the school hosted the International CWA Project. This project focused on Egypt. The children researched Egypt. They prepared, presented and taught information to the entire community about Egypt. The children lead the audience, to create an information report about Egypt. They then role-played the mummification process, and completed an archaeological dig in the sand pit and played traditional Egyptian games. All activities were completed while wearing traditional Egyptian costumes. The day concluded with an Egyptian meal with traditional music.

A local community member presented an informative speech about his recent working contract in 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 Areas Program (CAP)**
The school is supported by an allocation of Commonwealth funding through CAP. This program aims to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students. CAP is an equity program that seeks to reduce the achievement gap for students through collaboration with students, teachers and school communities within local contexts.

In 2009, CAP funding enabled our school community to access special programs. It supported the following programs.

**Reading Recovery**

This was an intense 6-day course throughout Semester One, tailored for Small School multi-age teachers. This course taught the procedures of implementing running records, concepts of print interview and other tests. This course provided hands on skills to implement in each classroom to improve the reading ability of each and every student.

**Happy Healthy Harold**

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.

**CAP Development Day**

CAP provided funding for the travel and accommodation for fulltime staff to attend the Cap Motivational Dinner and the CAP Development Planning Day.

**CAP Parent In-services**

Shirley Fuller the Moree CAP Consultant facilitated Parent Workshops in Numeracy and Literacy. These workshops provided practical, real-life strategies for parents to assist their child with numeracy and literacy at home. In 2009, two parents attended the Literacy Workshop and found it very beneficial. Unfortunately due to illness parents could not attend the numeracy Workshop at the last minute.

**Eisteddfod**

CAP provided funding for the bus travel to attend the Goondiwindi Eisteddfod. All children performed in the Choral Verse speaking section. They performed the poem ‘Library Rules’ and received an admirable third place.

**Art Competition- Moree Gallery**

CAP provided funding for the purchase of the canvases for each child to participate in the Moree Art Gallery ‘A Thousand Colours’ Art Competition.

**Musica Viva**

CAP provided funding for the bus travel to attend the Musica Viva Program in North Star. This program demonstrated music in the highest calibre.

**iTech 09**

CAP provided funding for travel and accommodation for both fulltime staff members to attend the iTech Conference in Tamworth. At this conference staff members completed 12 workshops in many programs including Interactive White Boards, Power Point and ERN.
First Aid
CAP provided funding for the bus travel and participation costs to attend and participate in the Royal Lifesavers Junior First Aid Course. The children completed the course and received a bag of Information pamphlets and individual certificates of accomplishment.

NAIDOC DAY
CAP provided funding for the bus travel to attend the NAIDOC Day celebration at Toomelah. The children were organised into mixed school groups. The children were immersed in Aboriginal culture and customs. They participated in significant events and activities, like jewellery making, Johnny Cakes and bead creation.

Camp
CAP provided funding for the children to attend exhibits on our Term One Australian History Excursion. The children attended the Cobb and CO Museum, Milne Bay Military Museum and Highfields Pioneer Village.

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

Sport and Physical Activity
In 2009 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 competition and ensured each child was aware of the organisation components of participating in a structured sport competition. In 2009, the children competed in the Premier’s Sporting Challenge, this encouraged all children to be physically active for a minimum of 60 minutes each day. This program provided funding which was utilised to upgrade the sporting equipment.

Progress on 2009 targets
The 2009 targets were set at the end of 2008 by the previous Relieving Principal.

Target 1
*Improve the image of the school in the wider community to attract more enrolments.*

School enrolment numbers continued to decline during 2008. Improvements to school buildings and the purchase of many excellent resources have been to no avail in the current social climate.

Our achievements include:
- Colourbond roof erected over the play gym equipment
- Increased awareness of the school in the wider community, although some interest has been very negative
- Advertising in the local newspapers.

Our achievements in 2009 for our students/school include:
- Inviting all community members to each Formal Assembly.
- Creating the ‘Tulloona Community Newsletter’. This is produced each term and posted to all members within Tulloona. This promotes future events and achievements within the school.
• Attend and convene inter-school events within the district for example ‘Have A Go Hockey Day’ with Boomi Public School, Macintyre Swimming, Athletics, Cross Country carnivals, march on ANZAC day in Goondiwindi with other schools.

• Invite all members of the community to the Tulloona Public School Awards Night and Christmas Party. Many community members were thrilled with invitations and the performance of students.

Target 2

*Improve student outcomes in the area of technology*

As older students leave the school, especially those who have been involved in several of the CAP initiatives using technology, expertise that has been acquired in this area has been lost from the school.

Our achievements include:

• Laptops purchased for every student
• Increased student skills in technology
• Improved student use of technology in all Key Learning Areas (KLAs)

Our achievements in 2009 for our students include:

• Purchasing 10 new computers for classroom use.
• Implementing technology use in all Key Learning Areas of the curriculum.
• Purchasing multi user- Literacy and Numeracy software packages.
• Utilising the Interactive Whiteboard during library lessons.
• Ordering an interactive whiteboard for the classroom.

Target 3

*Continue to improve student outcomes in the Number Strand of the Mathematics Syllabus*

Competence in the Number Strand is very important to all other Strands of Mathematics. This has been a focus of the school for the past 2 years.

Our achievements include:

• All staff trained in Count Me In Too
• All students using CMIT strategies
• NAPLAN results were very pleasing

Our achievements in 2009 for our students/school include:

• Creating hands-on and engaging mathematics lessons daily.
• Purchasing and making mathematics resources for all children to utilise in mathematics lessons.
• Highlight student’s mathematical understanding to Parents and visitors at Formal Assembly.
• Provided parents with encouragement and support to help children at home with mathematics. Parents attended the CAP seminar about Mathematics. Newsletter included real life strategies to assist children understand and utilise mathematics at home.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Teaching and Learning and the curriculum area evaluated was Mathematics.

**Educational and Management Practice**

**Learning**

**Background**

An evaluation of school Learning was conducted and Parents were asked to respond to a School Map survey. 100% of parent surveys were returned.

**Findings and conclusions**

Analysis of surveys and other informal polls reveal that:

- The learning environment is stimulating and secure; appropriate resources address the needs of all students; and, individual expectations are high.
- Students are taking more responsibility for their learning and can work independently and collaboratively; students can reflect on their learning and are engaging more in self-assessment.
- Teaching practice is supported by critical reflection and commitment to ongoing professional training and development; there is collaboration with colleagues to share ideas and experience.

**Future directions**

The school community appears to have the view that the school greatly values its students and staff and is prepared to ensure that the learning environment suits individual student needs.

**Curriculum**

An evaluation of the Teaching within the school was conducted. Parents, student and teachers were asked to respond to a School Map survey. 100% of parent surveys were returned.

**Findings and conclusions**

Analysis of surveys and other informal polls reveal that:

- All students are provided with the relevant curriculum that responds to student interest, need and ability. It was reported that the teacher collaborates with the students during the learning process and implements effective management strategies that maximise student learning.
- The assessment processes are ongoing and provide information about student strengths and areas for improvement. The assessments are understood by students. Student Reports communicate clearly to parents about student achievement and development. Assessment is used to evaluate, develop and refine teaching programs.

**Future Directions**

The school community has reported that they value the teaching within the school. The school will continue to collaborate with students, staff and parents about the teaching and learning process. The school will continue to implement ongoing student assessment processes. The school will provide students and parents with information about student strengths and areas for improvement.

**Curriculum**

In 2009, the Curriculum area evaluated within the Tulloona Public School was Mathematics. Mathematics is a core subject taught daily during the first session between 9:15am 11:15am.

**Background**
Early in Term 1 all children were assessed to obtain their strengths and areas for improvement in Mathematics. The testing revealed that the 2009 teaching had to focus on the Number Strand. All lessons focused on hands on Number concepts. All children adjusted to the modified way of teaching and enjoyed the manipulative equipment.

Throughout the year children were assessed to observe and record their Number Strand knowledge. At the end of the year a survey was completed by students, parents and teachers about the subject of Mathematics within the school. 100% of all surveys were returned and results are outlined below.

**Findings and conclusions**

The results show that parents, students and teachers:

- Consider Mathematics a highly important subject within the curriculum.

- Believe the students have developed numerous new Mathematical skills and enjoy Mathematics lessons.

- Feel that reporting from teachers about mathematics gives clear insight into strengths and areas for improvement.

- Believe that Mathematical concepts are learnt and taught in primary school and then can be applied in many situations other than the classroom for example after school, at home and in workplaces.

**Future directions**

The school will continue to collaborate with students, staff and parents about the teaching and learning process of Mathematics. The school will continue to implement ongoing student assessment processes and provide clear feedback about student strength and areas for improvement. The school will continue to expose children to real life mathematic situations to ensure the mathematic knowledge is not considered for classroom use only.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school. 100% of surveys were returned.

Their responses are presented below.

Parents reported that they strongly believe/believe that:

- The school knows the community in which it serves and has a positive influence on the school culture.

- The students are the schools main concern.

- As parents they support what is happening within the school.

- The school appreciates having my child as a student and that the school encourages all students to learn.

Students strongly believe/believe that:

- Tulloona School is a place they like to go each day. It is a happy place, where they each feel successful and have fun.

- Each person is accepted and treated fairly.
They get excited about learning new things, they like to do extra work, they learn things that will help them in high school and that what they learn is interesting.

Professional learning

In 2009, all staff attended professional development in-services.

The Relieving Teaching Principal attended:

Principal’s Conferences, SEG Meetings, Reading Recovery, Oasis Financial Management, Itech 09, Best Start Kindergarten Assessment and Teaching Children with Autism.

SAM/STLO attended:

Oasis Financial Management, Itech 09 and Teaching Children with Autism.

School development 2009 – 2011

In 2009 a new school plan was devised to ensure goals and objectives were in place for the future into 2011.

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.

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.

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

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

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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:
