Our school at a glance

Students
On average students in our school come from English speaking backgrounds and in the most part are long term residents of the Tumbarumba community. This year, as in previous years, we have been fortunate to gain students from various cultural backgrounds and this enhances the diversity of our composition.

TPS students come from a variety of socio economic backgrounds and family experiences. This broadens the range of qualities and needs both academically and socially. Overall the students are extremely supportive of one another and come together as a solid dynamic school.

Staff
Teachers at the school range in experience from beginning their careers to highly experienced practitioners. This blend, with a gender mix, maintains a dynamic staff and keeps the school open to new and innovative ideas.

Staff mobility is minimal, with support staff having the biggest changes.

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

Significant programs and initiatives
During 2009 Tumbarumba P.S was selected to participate in the National Partnerships initiative and the school targeted literacy as our area of focus. This is an exciting opportunity with significant funding to support teacher professional learning in Accelerated Literacy and Multi-lit, build valuable book resources, install interactive white boards and most importantly provide an innovative teaching pedagogy to improve our student outcomes for all children.

Student achievement in 2009
Students continue to show strong growth from year 3 to year 5 with a strong proportion of children growing in excess of 2 bands.

An area of strength shows up within year 5 boys for numeracy with 85% above band 4, likewise boys in year 3 have risen to meet the state average.

Identified as an area of need is literacy with varying results across the strands. In particular the use of inferential skills and comprehension show up. Also identified as an area to be targeted is the need to write with more complexity within text types.

Messages

Principal's message
2009 was a very successful year for our school with initiative such as the Boorooolong frog project recognised at the State Landcare awards, an artist in residence program and the development of extra curricula activities.

Our school continues to be about how best to cater for our children and prepare them for their working lives. Tumbarumba P.S is a friendly and inviting place to be and one we are proud to offer the local community.

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.

Lance Cooper

P&C message
2009 is a year that the Tumbarumba Primary School Parents and Citizens committee can reflect on as being a most successful and rewarding year.

This committee, the school, parents, teachers and students can be proud of the fundraising efforts undertaken this year. Successful fundraising has allowed the P&C the opportunity to provide financial contributions to a variety of different areas including the gymnastics program, class excursions, home readers and umbrellas. It will also continue to raise money to provide funds to assist with cable installation which will see smart boards in every classroom.

The P&C committee, with the support of the Principal and teachers, provides parents with communication about the education of students and their learning environment. Parental involvement in this committee is encouraged, and a warm welcome is extended to any new members who would like to participate.

Many thanks go to those parents, teachers, students and families that have assisted with fundraising throughout 2009. Your support is always greatly appreciated.

Shirley Williams-Enever
P&C President
**Student representatives’ message**

In 2009 the Student Representative Council (SRC) supported fundraising events such as ‘special lunch order day’ and street stalls to help raise money towards new sporting equipment and subsidising excursions.

The SRC attended both the Anzac Day and Remembrance Day ceremonies and were very proud to represent our school.

The SRC enjoyed being a part of the Easter Hat Parade and judging students’ efforts, although the judging wasn’t as easy as it seemed with all the wonderful hats.

The SRC was proud to accept two separate Rotary cheques to support Boys Education and a contribution to the Stage 3 Excursion to Canberra. 2009 was a great year for the SRC.

**Thomas Bennetts and Savanna Lavis**

**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>2005</th>
<th>2006</th>
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<th>2008</th>
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**Student attendance profile**

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<td>94.0</td>
<td>94.1</td>
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</table>

**Management of non-attendance**

Absence reminder notes are sent home after seven days and this is then followed up with a teacher phone call. More persistent issues are referred to the executive and then on to the home school liaison if necessary. Additionally regular items about attendance are placed in the school newsletter outlining requirements.

**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.

Tumbarumba P.S designs classes to best suit the needs of children and match these classes with the staff most suitable. In doing so we endeavour to keep with recommended class sizes again to provide the best learning opportunity for children.

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

<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>
<td>B2</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>B4/5</td>
<td>4</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>B4/5</td>
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<td>31</td>
</tr>
<tr>
<td>CK/1</td>
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<td>10</td>
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</tr>
<tr>
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<td>K</td>
<td>7</td>
<td>17</td>
</tr>
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<tr>
<td>D4/5</td>
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</tr>
<tr>
<td>M1/2</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>M1/2</td>
<td>2</td>
<td>9</td>
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</tr>
<tr>
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</tr>
<tr>
<td>SK</td>
<td>K</td>
<td>18</td>
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</tr>
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### Financial Summary

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

#### Date of Financial Summary: 30/11/2009

**Income**

- Balance brought forward: $241,912.46
- Global funds: $100,733.73
- Tied funds: $240,850.83
- School & community sources: $54,148.13
- Interest: $4,950.01
- Trust receipts: $3,528.25
- Canteen: $0.00

**Total Income**: $646,123.41

**Expenditure**

- Teaching & learning
  - Key learning areas: $17,879.60
  - Excursions: $8,387.59
  - Extracurricular dissections: $14,564.75
- Library: $4,038.94
- Training & development: $0.00
- Tied funds: $264,800.28
- Casual relief teachers: $9,050.30
- Administration & office: $26,939.65
- School-operated canteen: $0.00
- Utilities: $18,359.52
- Maintenance: $21,638.49
- Trust accounts: $3,678.25
- Capital programs: $66,404.52

**Total Expenditure**: $455,741.89

**Balance Carried Forward**: $190,381.52

### Structure of Classes

Classes have been arranged in both stage and year groupings. Students were placed into assigned classes based on social interaction and not academic ability.

### Staff Information

The staff of 2009 were a complementary blend of experienced members and more recent graduates. In order to fill fractional vacancies some staff are employed on temporary contracts. The diverse range of staff meant that staff could work together to implement new and exciting teaching strategies. The school continues to have a committed and enthusiastic team.

### Staff Establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.952</td>
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<tr>
<td><strong>Total</strong></td>
<td>12.803</td>
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</tbody>
</table>

Tumbarumba PS currently has no staff members who identify as being of Aboriginal heritage.

### 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>
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<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Achievements

Arts

Significant programs and initiatives
Tumbarumba PS endeavoured to provide a wide range of activities for all students in the academic, sporting, cultural and social areas. In doing so we brought a balance to the experiences school could offer and improved on school satisfaction and engagement of quality learning.

At times we went outside the school to broaden the depth of each experience. We have also enjoyed showcasing our students’ achievements within the wider community.

Achievements
Booroolong Frog Award
As a result of the Booroolong Frog Project initiated by Taronga Zoo last year, the Public School and High School were selected as finalists in the Murray Catchment Natural Resource Management Awards at Corowa where we won the Education section.

We then went to Port Macquarie to the NSW Landcare Awards where we received second place in the Westpac Education section.

Arts
Dance
Based on the long established tradition of Dance at Tumbarumba Primary, 2009 saw the re-establishment of an Infants Dance Group. The Dance Group performed for assemblies, Open Day and at the TPS Presentation Night. Additionally, a highlight of the year was the performance at Pinnaroo.

Sport
School Sporting Carnivals
2009 was another successful year for students in Swimming, Athletics and Cross Country. All students are to be congratulated for their achievements and especially the number of students who achieved personal bests. We had strong representation at all district levels and a substantial number of students representing our district at the Riverina level. Two students, Anthony Foster (Athletics - Shot put) and Jacob Shore (Swimming - 50m Freestyle), achieved outstanding results and represented Riverina Region at the NSW Carnivals. Sportspersons of the Year went to Jacinta Anderson and Thomas Bennetts.

Programs have also been incorporated to enhance student skills in areas such as ‘Auskick’ and an intensive swimming program.

Soccer
Tumbarumba Primary School has continued to improve soccer skills during 2009. Term One saw the commencement of the senior boys training with Mrs Chaffey and Mr Blake, as well as a visit by Soccer Development Officers. All students in Years 3 to 6 enjoyed this day. In Term Two we participated in a Gala Day with other schools from the Riverina Area in Wagga Wagga. Everyone agreed that the team had vastly improved their performance compared to previous years. In Term Four a local match between All Saints Catholic School and TPS was held.
Swimming
The intensive swimming program is held at the end of the year for 2 weeks. Testing is held on the first day to gauge levels and students are broken into groups to best maximise their learning. They learn a wide range of skills; including water confidence, buoyancy skills, how to swim, water safety and stroke correction. The final day of testing shows how much the students have improved and learnt over the programme.

Netball
The school netball team had two outings this year, the Riverina Netball Trials, and the State Knockout/Gala Day, both held at Wagga Wagga. After the district netball trials the Tumbarumba District Team travelled to Wagga on 3 June for the Riverina Netball Trials. The team played some very good teams and the students picked up many strategies and further developed their skills. On 1 July the team attended the combined State Knockout Competition and Gala Day, playing 4 games for the day, winning one. On both occasions the girls represented the school very well, with great sportsmanship and determination.

Cricket
The Boys Cricket Team played their only match against a very talented Turvey Park Public team. We lost the toss and were sent into the field. Our bowlers showed much determination and the field worked hard to keep the Turvey Park score to a minimum. Wickets were hard to come by and we were unlucky on several occasions. When sent into bat the boys showed great courage against some very tight bowling. After a confident start to the run chase the scoring slowed and eventually TPS ran out of wickets. While we fell short of Turvey Park’s score, it was a great opportunity for the team to play against a team from outside the local area and some promising cricketers were unveiled on the day.

Rugby League
On Tuesday 18 August selected students from Years 3 and 4 travelled to Gundagai to participate in the Trent Barrett shield. The girls played AusTag and narrowly lost their first two games. By the final game the girls had learnt from their mistakes and won convincingly. Best player for the girls was Emily Bell.

The boys played rugby league and had a very successful day. The boys won their first game easily and drew their second game. This placed them in the final round. The boys played very well in this match but went down by one try. Best player for the boys was Josh Gillespie.

The Mortimer Shield was held on Monday 25 May 2009 at Twickenham Oval Tumut. We took a boys' rugby league team and a girls' Austag team. The boys played Tumbarumba All Saints in their first match and were narrowly beaten. They learnt from their mistakes and won their second game very convincing. The best player for the boys was Thomas Bennetts.

The girls played three games of ‘Austag’. They won their first game and came from behind in the second game to draw. The girls then started their final game very well but unfortunately were beaten.
Other
NSW Country Areas Program (CAP)
CAP is a program to assist schools and their communities to enhance the learning outcomes and educational opportunities for students in geographically isolated areas. Our school has utilised funds this year to support initiatives focusing on Curriculum Enhancement, Professional Development, Promotion of CAP, School Support, Tangible Items and Technology. Major programs included: Visiting Author/Illustrator to produce digital storybooks, professional learning for teachers in the area of spelling, Gymnastics Program K-6, Extended Transition Program for students enrolling in Kindergarten in 2010, and a Technology Workshop with surrounding schools to develop wikis for primary aged students. These programs have supported and enhanced the learning outcomes for all members of our school environment.

Technology
This year our school purchased 10 new IBM computers and received 10 from DET. This allowed students to have a complete lab of 30 new computers. Existing computers in the lab were relocated to add to computers in classrooms. Wireless sub-stations were also installed to allow students and teachers to have connectivity throughout the entire school. Infants students regularly visit the computer lab to develop technological skills with their classroom teacher. Primary students have engaged in a Technology Program through release from face-to-face. Students have developed their own wiki page as part of the Tumbarumba Primary School Wiki which has enhanced learning through an avenue to communicate and showcase work samples with access available from their home computers. Also students have used the program Photostory3 to publish digital storybooks composed with our visiting author/illustrator.

An Interactive Whiteboard was also installed in the Library to support the integration of technology in teaching and learning practices and increase student skills. All students have engaged in lessons utilising the new interactive whiteboard. Next year interactive whiteboards will be installed in all classrooms.

Environment Day
An Environment Day was held for all students to engage in hands on activities to promote awareness of environmental education. The Amphibian Research Centre visited the school to engage students in an education program about frogs. Students then rotated around classroom teachers focusing on other environment focused lessons. This day was very successful in promoting environmental awareness and responsibility in our school community.

Extended Transition Program
In semester 2, an Extended Transition Program was developed in partnership with our local childcare centre Carcoola. The program was designed to promote school readiness and provide a positive transition for students entering Kindergarten in 2010. Students engaged in activities to develop skills in literacy, numeracy and social skills whilst fostering independence and school routines.

Wakakirri
This year’s TPS Wakikirri entry received very high praise from judges. This year we entered the Story-Film category of the Wakikirri National Story Festival. The Year 6 class, together with Mr Hay and Mrs Bennetts, worked overtime for weeks to
create a brilliant stop motion animation for the festival. Stop motion animation involves taking hundreds of photographs of characters and editing them together with small changes to create moving images. Our movie was called “You can't stop the motion” and consisted of several shorter animations joined together to follow this year’s theme word “Spring”. Out of the eight criteria for judging, the entry received seven silver awards, a brilliant achievement. We also won the award for “The Story-Film Most Creative Use of the 2009 Signature Item “Spring” Award.

Peer Support
The peer support program was a great success this year. The Year 6 students underwent their training to become leaders at a camp at the Tumbarumba Showgrounds. Whilst at the camp the students learnt how to deal with many life issues and situations through intense team building activities, role playing and taking on various responsibilities for the duration of their stay. The Year 6 students were then given a group of peers from across the school to relay their learning and train their school mates in how to deal with feelings, problems and different circumstances. The whole Year 6 group handled their leadership status with maturity and the rest of the school benefitted from their guidance and teaching.

Music Program
This year we have added two new violin places and one piano place to our existing music program. The ensemble has become more proficient performing as a group and has added pieces to their repertoire that contain more complex timing and a greater range of notes. Our existing ensemble members are now competent musicians who enjoy the social experience of playing in a relaxed atmosphere and experimenting with the delivery of their pieces. Next year we will be offering new clarinet, trumpet and flute places to compensate for the impending departure of a number of our original ensemble members as they move into Year 6.

Musica Viva
Our students have been very fortunate this year in having a well constructed program of fun music activities delivered to them all year from the Musica Viva program. Activities encompassed a wide range of musical performance and appreciation skills including moving to music, experimenting with syncopation, composing original pieces, identifying layers of texture, recognising individual musical instruments and discussing how composers’ choices have created emotion in the listener. The program was supplemented with performances from two
fantastic musical groups who specialise in very different styles of music. Students enjoyed the jazz improvisations presented by Sousaphonics, a group that consists of the trombone, trumpet, drums, flute and baritone, tenor and soprano saxophones. The Zephyr Quartet, a string quartet that plays a wide range of music encompassing everything from classical to modern original compositions, left students raving about their musical experience. Musica Viva has inspired our students and shown them how to appreciate music in a whole new way.

Movie Nights
We are fortunate at Tumbarumba PS in having students and staff who care so much about creating quality learning experiences that they are willing to sacrifice their time, effort and money to support fundraising efforts for excursions. This year was no exception. The school has hosted a number of movie nights to support excursions from both infants and primary classes with great success. Students have become involved in the planning process for our movie nights as well as making themselves available to help out on the night. Year 3 designed a healthy menu for their own movie night as part of their COGS unit “Products, Services and Systems”. They worked out portions during a fractions lesson in mathematics and created a system for producing the food. Most of the class were there to implement the plan on the night, and support from the rest of the school was excellent. As a result of our movie nights a number of excursions for various classes have been able to be greatly subsidised.

Life Education NSW
Life education NSW provides best practice drug and health education for young Australians. The programs are designed to complement the work that teachers do in the classroom by aligning to the PDHPE syllabus outcomes. In addition, the programs support “health promoting schools” initiatives, literacy, numeracy and the integration of technology in the curriculum. Many classes this year followed up with the Healthy Harold’s 5-Star Food Challenge which emphasises healthy eating at school.

Class sessions in the mobile learning centre involve age appropriate learning by utilizing audio-visual presentations, group work, literacy development, team building activities and of course a chance to interact with Healthy Harold. The program also provides comprehensive teacher support materials and student activities that enable teachers and students to continue on with post Life Education visit activities.

Science Day
To coincide with a visit by CSIRO educators, our school organised a Science Day. K-2 classes participated in hands on activities which investigated such concepts as turning a liquid into a solid, wind power, investigating and making a Milky Way Galaxy and exploring our 5 senses. Year 3-6 classes designed and made a solar oven, looked at the reaction of ingredients when cooking, electrical circuits and chemical reactions based on water displacement.

The CSIRO educator provided students with a very engaging and enjoyable session using many activities that helped explain how electricity and magnetism work within our environment.

Mini Fete
Years 4 and 5 organised and ran a very successful Mini Fete in Term 3 in order to raise money for Stage 2 and 3 excursions. As part of the Year 4 COGs unit the children had to design a product and a system and mass produce it. They chose to make cards and sell them as a pack at the fete.

Both classes organised and ran stalls for the afternoon very responsibly and as a result made a profit of over $970.

Choir
This year the choir has learnt a range of songs from traditional Australian songs, 60s music, through to modern songs. The choir has met on Mondays in the hall in the 2nd half of lunch, until 2pm. We have performed in Education Week, at the nursing home and Pinnaroo.

WRAP (REROC)
The Stage 2 students entered the WRAP (Waste as Recycled Art Project) again this year. The works of art are created from clean waste products provided by REROC. Each student is given the same materials to create a masterpiece of their choice, there are no boundaries. The entries were on display at the local library and judged by the members from the Tumbarumba Council, winning entries were sent to Wagga for Riverina judging. There was a great variation in designs and the children always enjoy entering this competition.

Fundraising
This year Tumbarumba Public School raised money for Heart Kids New South Wales (NSW), Victorian Bushfire Appeal, Bluey Day Foundation and Stewart House. Bluey Day Foundation is a national charity that raises money for kids with cancer and other illnesses. This year B2 ran the Adopt-A-Bluey program where they adopted a ‘Bluey’. The students took turns taking Bluey
home to care for him and had to record their experience of looking after him. The main fundraising for Bluey Hair Day came from the ‘fancy hair day’.

Clean Up Australia Day
All classes across the school participated in Clean Up Australia Day during March 2009. On Friday afternoon children learnt the value of keeping our environment clean and beautiful. Clean Up Australia Day is a national project and Tumbarumba Primary is proud to be part of it. The school core values of respect, responsibility, cooperation and care were all demonstrated.

Skiing
A group of fifty students from Years 3-6 accompanied by three teachers and a number of parents travelled to Mt Selwyn to enjoy a perfect day in the snow. Everyone participated in a ninety minute lesson at the start of the day and after that ‘buddied’ with a skier of similar ability to try out their choice of runs. While sampling a locally available leisure activity at reasonable cost, the trip provided great opportunities to develop cooperation and organisation strategies.

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)

Boys have achieved a similar standard to the region, whilst girls were below region. However the cohort is trending upwards closer to the region in achievement.
60% of boys were Band 4 or above and 40% of boys were below Band 3. No girls were in the bottom band. 81% of girls achieved Band 3 or above.

70% of boys achieved Band 3 or above. 93% of girls achieved Band 3 or above. No girls were in the bottom band, with 47% in Bands 5 and 6.

Boys had risen to state levels, whilst girls had shown a trend down from region and state.

The cohort showed growth from 2007. Boys and girls achieved below region.
12% of students were in the top 2 bands. Overall both boys and girls achieved below region.

51% of students achieved above band 4. However both cohorts performed below region.

57% of the cohort achieved above band 4. Girls results achieved better results than boys in this area.

**Numeracy – NAPLAN Year 5**

Overall results trending upwards. 86% of boys achieved above Band 4. 65% of girls achieved above Band 4.
Progress in literacy

Boys growth was above region and state. Girls growth was below region and state.

The cohort achieved some growth, although less than region and state levels.

Progress in numeracy

The cohort’s growth has approached state levels.

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 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
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<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education is merged into each of the Key Learning Areas. Students undertake lessons that focus on gaining an understanding of the culture and traditions of Aboriginal Australians. This year the school celebrated NAIDOC week by engaging the students in activities that taught understanding and tolerance.

Multicultural education

Curriculum in ‘COGs’ is designed to encompass multicultural education. Units on Asia and various religions are such examples used to expose our students to various cultures. We are fortunate enough to be able to draw on the background knowledge of our students who come from multicultural backgrounds.
Respect and responsibility
Through the Peer Support program students in Year 6 ran a unit of work with K-5 students to implement an anti-bullying procedure and self-esteem based skills.

We continue to actively promote and reward students by embedding sound values into their day to day activities. Our goal is for all students to embrace the values we hold important and automatically display them at all times.

Progress on 2009 targets
2009 targets focus on the areas of Literacy, Numeracy, Technology and Attendance/Retention.

Target 1
To increase student achievement in literacy, as measured by NAPLAN and in 2009 85% of students achieve ‘C’ or above in literacy.
Our achievements include:
- Data analysis of student reports shows 87.17% of students received a ‘C’ or above in English.
- There was a decrease of 10% of students in Band 1 and a decrease of 2% of students in Band 6 in Year 3. An increase of 7% in Band 3 and an increase of 3% in Band 8 for Year 5.

Target 2
Improve student achievement in numeracy, as measured by NAPLAN and in 2009 85% of students achieve ‘C’ or above in numeracy.
Our achievements include:
- Data analysis of student reports shows 82.50% of students received a ‘C’ or above in Maths.
- There was a decrease of 2% of students in Band 1 and an increase of 7% of students in Band 6 in Year 3. A decrease of 6% in Band 3 and an increase of 3% in Band 8 for Year 5.

Target 3
Increase technology usage by 15% of internet, email and logon activity.
Our achievements include:
- Utilisation of Computer lab has increased significantly over the year.
- Data shows an increase of student logon and email activity.
- Students in 3-6 have developed ‘Wiki’ pages and accessed other web 2.0 tools.

Target 4
Student attendance percentage is above region (93.6% 2005-08 average). Staff attendance remains above 97.7% as in 2008. Student attendance remains above 93.7 or above region.
Our achievements include:
- Student attendance remains 0.5% above the regional average and only 0.2% below that of the state

Target 5
85% of students in local area enrol in Kindergarten.
Our achievements include:
- 80.65% of students in the local area enrolled in kindergarten in 2009.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Leadership, Literacy and Information and Computer Technology.

Educational and management practice-Leadership

Background
Leadership was a focus in 2009 which included the role of the classroom teacher and executive staff. Leadership is also a focus area for our participation in the National Partnerships initiative.

Findings and conclusions
- Some teachers felt that leadership was predominantly the responsibility of the Principal and executive team.
- Most teachers were aware of school priorities and future directions.
- Most teachers saw themselves as leaders in the classroom.

Future directions
- The Principal and Assistant Principal attended facilitator training in Team Leadership for School Improvement. They
then commenced training of all teaching staff. Training will continue in 2010.

- Teaching staff will explore their role as a leader in a whole school setting. For example, leading staff development and supporting other teachers based on their strengths.
- The school will plan for executive succession within school staff.

**Major program - Information and Computer Technology (ICT)**

**Background**

Over the last 7 years ICT practices have been a focus for our school. Facilities and resources have been continually added to and upgraded. Emphasis has been placed on keeping equipment up-to-date with current practices of teaching and learning.

**Findings and conclusions**

- Use of computer technology to support teaching and learning practices is highly valued by teachers, parents and students.
- Teachers feel that to remain up-to-date with current teaching and learning practices the school needs to invest in Interactive Whiteboards (IWBS).
- Teachers see the need to update skills in teaching Spreadsheets, Databases and Word 2007.
- Develop a whole school ICT scope and sequence K-6.

**Future directions**

- Integration of ICT practices continued to be monitored as part of TARs.
- Teachers engage in professional development opportunities to enhance skills.
- Develop and implement whole school scope and sequence for ICT.
- Upgrade cabling to enhance efficiency.
- Install IWBS to all classrooms.

**Curriculum - Literacy**

**Background**

Literacy surveys for students and all teachers and focus groups with parents and teachers were conducted to review current practices. This area was identified through our selection to participate in the National Partnerships program.

**Findings and conclusions**

- Heighten teacher awareness of K-6 literacy policy and the responsibility of teachers.
- Whole School training K-6 for teachers in analysing and using NAPLAN data from SMART software.
- Investigation of a whole school reading program.

**Future directions**

- Update and Workshop school K-6 literacy policy.
- Literacy consultant to visit the school to conduct training.
- Training for teachers in using NAPLAN data for programming with STLA and regional APLA.
- Train all staff in Accelerated Literacy program.

**Other evaluations**

**Targeted School Self-Evaluation Improvement Report (TSSEIR)**

**Background**

The report was prepared as a result of the targeted school self-evaluation improvement team visit on Literacy (Reading). The methodology included document analysis of relevant school policies, procedures and teaching programs. The review was conducted by Peter Brabin (School Education Director), Ken Davis (School Development Officer), Janine Nelson (Principal) and Tina Roworth (National Partnerships Program Facilitator). (Please note that conclusions that appear in the above evaluation for Curriculum-Literacy are not repeated in the following conclusions or future directions).

**Findings and conclusions**

- The teaching of the reading strand K-6 needs to be examined.
- The school needs a whole school Reading program across the school.
- The integrity of the Accelerated Literacy program needs to be maintained.
- Year 2-6 students need a remedial program for reading.
School Plan needs to reflect targets obtained from NAPLAN data.

Student performance data from NAPLAN showing Year 3 students are under the regional average target.

Future directions

- Develop scope and continuum for reading and identify NAPLAN teaching strategies for identified areas in results and teaching programs.
- Whole school training in Accelerated Literacy and continue with Best Start K-2.
- Literacy Leader appointed within staff to ensure teaching cycle is kept 'intact' in all classrooms by all teachers.
- A teacher is appointed to run the MULTILIT Reading Tutor Program within the school.
- Principal and Literacy leader review school targets in the revised School Plan against stated regional and state goals.
- Identify the low level students and lift all children’s results across the school.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school in the area of Literacy and English. Their responses are presented below.

Students:

- Students identified that teachers use a large amount of writing and talking from the whiteboard.
- Students identified the best teachers as the ones who made them learn and were approachable.
- Students couldn’t understand why they were being taught the work in English.
- Some students can see that English is used in other subjects, especially COGs.

Teachers:

- Primary teachers wanted more training in literacy, particularly Accelerated Literacy.
- Some staff wanted more training in the analysis of NAPLAN data.
- Teachers were mostly aware of the school plan priorities and how to address them.

Parents:

- Parents mostly believed that school has a culture of high expectations.
- Parents indicated that they thought their students didn’t believe the school had a culture of high expectations.
- Parents indicated that they were aware of the English homework due to students bringing home readers and spelling lists.

Professional learning

Professional learning this year has been focussed on Literacy. All staff member have been trained in Accelerated Literacy as part of the National Partnerships initiative. They have also engaged in training Team Leadership for School Improvement. Other strategically planned learning has occurred as outlined in the school plan.

School development 2009 – 2011

For the next two years the main focus for development is Literacy with a specific focus on improving reading. Other areas include numeracy, technology and attendance.

Targets for 2010

- Increase the proportion of students including Aboriginal student growth to continue to state or equal to or above state by 2.5% or more annually in reading.
- Increase the proportion of students in the top two bands by 1.5% or more annually
- 90% of students achieve: Year 3 Band 3, Year 5 Band 6, or above in numeracy
- Increase usage by 18% of internet, email and logon activity.
- 93.9% Student attendance rate.
- 87% of students in local area enrol in Kindergarten
Targets 1 and 2
Increase the proportion of students including Aboriginal student growth to continue to state or equal to or above state by 2.5% or more annually in reading.

Increase the proportion of students in the top two bands by 1.5% or more annually.

Strategies to achieve this target include:
- All teachers trained in Team Leadership Program – Phase 2 and 3.
- All teachers K-6 will be trained in Accelerated Literacy (AL).
- All teachers implement AL and Multilit programs in classes where appropriate.
- Intervention (IEPs and GEPs) implemented for targeted students and monitored regularly.

Our success will be measured by:
- Analysis of NAPLAN results to monitor meeting targets.

Target 3
90% of students achieve Year 3 Band 3, Year 5 Band 6, or above in numeracy.

Strategies to achieve this target include:
- All students will produce writing samples graded with ‘C’ or above in writing using the Student Ranking A-E Scale.
- Feedback to students is consistent and developmental.
- Students self-assess work samples against rubrics.
- Student work samples demonstrate that syllabus outcomes are met.

Our success will be measured by:
- Data collection and processing of reports to identify number of students receiving a A-E grade across K-6.

Target 4
Increase usage by 18% of internet, email and logon activity.

Strategies to achieve this target include:
- Students engage in weekly skill-based lessons developing technology skills.
- Develop learning continuum K-6 for the introduction, practice and consolidation of skills in technology.

Our success will be measured by:
- Technology continuum monitored through TARS process.
- Data collection based on usage and access by students.

Target 5
93.9% Student attendance rate.

Strategies to achieve this target include:
- Social stories implemented K-6 with a consistent approach and with clear expectations of student management of behaviour.
- Provide opportunities to access local community members and facilities to engage and motivate student learning and enhance teaching programs.
- Offer student support for excursions, programs and initiatives.

Our success will be measured by:
- Primary Data Summary Sheet for student attendance.

Target 6
87% of students in local area enrol in Kindergarten.

Strategies to achieve this target include:
- School Promotion officer elected to promote achievements and communication within the community.
- Provide students with opportunities to engage in extra curricula focuses to enhance teaching and learning experiences.
- Effective transition programs implemented included evaluating HeadStart and transition to High School.
- Implement extended transition program students entering Kindergarten in 2011.

Our success will be measured by:
- Data collected to attain percentage of students attending.
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.

Lance Cooper Principal
Tanya Whyte Assistant Principal
Kelly Sharwood Assistant principal
Kristin Duffy Relieving Assistant Principal/STLA
Nicki Chaffey Teacher
Anne McGee Teacher
Cameron Bremner Teacher
Michelle Skelo Teacher
Cameron Bramich Teacher
Jacqui DeAbel Teacher
Michael Hay Teacher
Helen Court Senior Administrative Officer
Shirley Williams-Enever P&C President
Thomas Bennetts SRC Representative
Savanna Lavis SRC Representative

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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: