2008 Annual School Report
Tarcutta Public School

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

Students
The school maintained 40 students throughout most of the year, with 21 girls and 19 boys enrolled.

Staff
Principal Geoff King
Teachers Lou Gorrie
Lila Muller
School Administration Manager Sue Belling
School Administration Officer Leonie Belling
General Assistant Peter Thornley
Cleaner Veronica Hamilton

All teaching staff meet the professional requirements for teaching in NSW public schools. They are all experienced, dedicated and caring of all the students at our school.

Significant programs and initiatives
The installation of two new rain water tanks which will provide water for the toilets will be of great benefit to the school. This will reduce the consumption of water throughout the school. We would like to acknowledge that this feature has been funded through the Federal Government’s ‘Water Grants Program’.

Student achievement in 2008
The National Assessment Program-Literacy and Numeracy (NAPLAN) is used to assess the literacy and numeracy learning of students in all Australian schools at Years 3, 5, 7 and 9. NAPLAN is designed to provide information on student performance across a number of levels of achievement.

Literacy – NAPLAN Year 3
Nine students sat the NAPLAN in 2008. Our overall literacy results are slightly below the state average.

Numeracy – NAPLAN Year 3
Nine students sat the NAPLAN in 2008. Our overall numeracy results are slightly below the state average.

Messages

Principal's message
Tarcutta Public School provides students with a caring and committed staff and allows them to develop their skills and capabilities in a welcoming environment. The school has a positive relationship with the community and a hard working P & C group.

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.

Geoff King

P&C message
The continued support from parents in the way of cooking, transport and voluntary labour at all events and functions has been very good. The overall monetary contribution for the year came to $2859 from 11 events. This is a remarkable effort in these economic conditions and hard times.

Sue Hardwick
President

Student representative's message
Tarcutta has been a good school environment for all the students. Everyone is friendly and there is little bullying. We have good equipment in the classroom and the playground.

Brandon Graham and Amellia Butt
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

Over the past three years student numbers have been slowly decreasing. This has been due to families moving to other centres and also the lack of younger children in the district. Kindergarten enrolments have been very low, while Year 6 numbers leaving the school have been high.

Student attendance profile

School attendance is above district and state average. Good student attendance has been the trend for well over ten years.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>4/5/6</td>
<td>5</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>K</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>3</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

This year the school returned to two classes. The Kindergarten, Years 1, 2 and 3 comprised one class and were taught by Mrs Gorrie, while the Years 4, 5 and 6 were taught by Mr King.

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

The school has two permanent teachers and additional staff for a variety of purposes.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Release Teacher</td>
<td>0.126</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.562</strong></td>
</tr>
</tbody>
</table>

Other staff positions include a Senior Administrative Manager, a general assistant and a cleaner.

Staff retention

Staff at the school this year will be the same for 2009. This includes teaching, administrative and support staff.

Staff attendance

Staff have access to leave entitlements such as sick leave and long service leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was NA.

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>0%</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>77 936.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>52 431.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>61 458.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16 121.28</td>
</tr>
<tr>
<td>Interest</td>
<td>4 550.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 401.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>136 962.14</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 7 398.09
- Excursions: 5 990.92
- Extracurricular dissections: 4 896.26
- Library: 2 812.64
- Training & development: 1 873.41
- Tied funds: 63 675.14
- Casual relief teachers: 1 118.43
- Administration & office: 20 307.42
- School-operated canteen: 0.00
- Utilities: 8 578.54
- Maintenance: 3 276.39
- Trust accounts: 2 401.05
- Capital programs: 1 460.91
- **Total expenditure**: 123 789.20
- **Balance carried forward**: 13 172.94

The school has again finished in a strong financial position. Please note that much of the balance will be used to pay a number of outstanding accounts.

A full copy of the school's 2008 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 2008

Achievements

Sport

This continues to be an important part of the student's education at Tarcutta Public School. All students have had the opportunity to participate in dance lessons, while students in Years 3-6 have taken part in tennis lessons and learn-to-swim activities. Whole school fitness and skills
development were introduced on a regular weekly basis. Term 3 saw the Wagga Small Schools group take part in fortnightly sports activities on a rotational basis.

A number of students also took part in organised Saturday competitions in Wagga. Students participated in netball, rugby league, soccer and touch. Approximately 40% of primary students took part in these sports.

Other
The Year 4, 5 and 6 classes had a three day excursion to the Blue Mountains and Jenolan Caves. Fourteen parents accompanied the group of 24 students. Mrs Gorrie took her class to Wagga Wagga for an excursion and play performance.

The senior grades were involved in a school visit from Randwick Public School. Fifteen students and two teachers spent three days in our area investigating environmental issues. A number of visits to local farms and attractions took place and culminated in a major tree planting day at Borambola Sport and Recreation Centre.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)

There needs to be at least 10 students in each class to report on each of the areas. This is done for privacy reasons.

In Year 3 this year we had 9 students sit the NAPLAN tests, while in Year 5 there were 6 students.

Literacy – NAPLAN Year 3
The school is unable to report on Year 3 literacy due to the low number of students in the year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were slightly below state average.

Numeracy – NAPLAN Year 3
The school is unable to report on Year 3 numeracy due to the low number of students in the year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were slightly below state average.

Literacy – NAPLAN Year 5
The school is unable to report on Year 5 literacy due to the low number of students in the year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were slightly below state average.

Numeracy – NAPLAN Year 5
The school is unable to report on Year 5 numeracy due to the low number of students in the year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were slightly below state average.

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Class discussions and units of work addressed aspects of Aboriginal history and culture. A combined small school’s Aboriginal cultural day was held at Humula school which provided information not found in books or electronic media. Issues relating to contemporary Aboriginal Australia were also treated.

Multicultural education
The school has included multicultural education across a number of areas of the curriculum by providing learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. The annual CWA cultural day allows a specific focus on one particular country.

Respect and responsibility
Our school has emphasised the importance of values education. We have participated in community activities such as ANZAC Day, CWA cultural days and Clean Up Australia Day. These have been of great benefit in raising student awareness of respect and responsibility. A visit from Camp Quality representatives and performers also was a highlight for the students.

Progress on 2008 targets

Target 1
For 90% of students to meet stage based outcomes in writing
Data from the NAPLAN tests indicate that 100% of Year 3 students are achieving at and above minimum standards. For Year 5 this is 86%.
Our achievements include:
- Additional individual assistance for those students requiring extra attention;
- Increased resources;
- Continued participation in professional courses for teaching staff.

Target 2
For 90% of students to meet stage based outcomes in reading and language
Data from the NAPLAN tests indicate that 100% of Year 3 students are achieving at and above minimum standards. For Year 5 this is 86%.
Our achievements include:
- Staff took part in a reading recovery program for two days each term.
- Upgrade reading resources.
- Individual assistance for selected students.

Target 3
For 90% of students to meet stage based outcomes in numeration K-6
Data from the NAPLAN tests indicate that 100% of Year 3 students are achieving at and above minimum standards. For Year 5 this is 71%.
Our achievements include:
- Participation in professional courses for teaching staff;
- Individual assistance for selected students.
- Classroom evidence indicates that Maths is a becoming a more popular Key Learning Area.
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 2008 our school carried out evaluations of School Culture and Computer Technology.

Educational and management practice

Background
During 2008, the area of School Culture was selected for evaluation.

Findings and conclusions
Survey results from students and staff found the following:

- The majority of students (90%) feel they are appreciated at school and are encouraged to do their best.
- A pleasing 92% feel the school caters for individual learning needs.
- Eighty percent of students are proud of their school and support what is happening at our school.
- Over 80% of students feel that they are the school’s main concern.

Future directions
There is an indication that the school needs to be more aware of praising and rewarding successful students. The school will continue to improve their communication with families and the community.

Curriculum
During 2008, the area of Computer Technology was selected for evaluation.

Background
With computers becoming an increasing part of our lives it was decided to see what impact they have on our students.

Findings and conclusions
A survey of 20 Year 4-6 students showed that:

- 90% had a computer in their home.
- 90% used a computer to do homework.
- 75% indicated their computer skills were average or better.
- Boys were more likely to use computers for games.

The main reasons students used a computer were:

- Games
- Finding information
- Sending and receiving e-mails
- Writing
- Photographs.

The surveys also showed that staff skills in certain areas needed upgrading.

Future directions
There is a need for staff to continue to improve their skills. The addition of interactive whiteboards and projectors will enhance the delivery of certain topics. A computer upgrade will occur during 2009 which will improve classroom computer activities.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. This was done through surveys, interviews and discussions.

Their responses are presented below.

All staff are very happy at the school and appreciate the good behaviour of the students, the equipment and resources in the school and the supportive parents and community.

The majority of families are happy with the direction that the school is taking, with homework being an area to review next year.

Students overall are very happy at our school. Eighty five percent of students find learning is fun, while 95% want to get good results at school. Pleasingly 90% of students feel they achieve high standards in their work and are challenged to think.

Professional learning
All the staff took part in whole school and individually planned professional learning opportunities. An average of $936 was spent on teacher development.

Staff took part in three school development days at the beginning of terms 1, 2 and 3. Resuscitation and emergency care, child protection, literacy and reading were areas covered during these days.
School development 2009 – 2011

The Department of School Education requires each school to develop a three year plan. This is the first year of our three year plan. The plan is developed by collecting information from staff, students and parents and evaluating student performance. The plan is formulated around departmental requirements and priorities.

Our current plan is to focus on improving writing and numeracy for all our students.

Targets for 2009

During 2009 our school will have a stronger focus on grammar, sentence construction, editing, mental computation and problem solving.

Target 1
For 85% of students to achieve stage based outcomes in writing.
The school sees this as a very important life skill for students.

Strategies to achieve this target include:
- Use of quality teaching outcomes.
- A specific focus on general writing skills.
- Use of technology
- Weekly text type lessons.

Our success will be measured by:
- Semester reports.
- NAPLAN writing results for Years 3 and 5.
- Regular class teaching assessments.
- Writing samples.

Target 2
For 85% of students to achieve stage based outcomes in numeracy.

This is an important area for all students and there will be an emphasis on working mathematically, improving mental computations and problem solving.

Strategies to achieve this target include:
- Specific focus on problem solving skills.
- Updating of resources and equipment.
- Incorporating more Count Me In maths ideas.
- Increased use of computers and technology.

Our success will be measured by:
- Semester reports.
- NAPLAN maths results for Years 3 and 5.
- Regular classroom assessments.
- Classroom observations.

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.

Geoff King    Principal
Lou Gorrie    Teacher
Sue Hardwick    P&C President

School contact information

Tarcutta Public School
Centenary Ave
Tarcutta 2652
Ph: 69287191
Fax: 69287254
Email: Web: tarcutta-p.school@det.nsw.edu.au
School Code: 3165

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