Messages

Principal’s message

The school has continued to work in a positive fashion with the local community and is well supported by the P&C. Tarcutta Public School aims to ensure that all students have the opportunity to achieve their personal best. Our curriculum provides a balance across all areas with an emphasis on numeracy, literacy and technology. We have friendly, happy and co-operative students.

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 and/or School Council message

This year has been a busy one for our P&C.

I would like to give a huge thank you to our executive.

Melissa Maguire – Vice President
Shannon Vickery – Secretary
Sue Belling – Treasurer

Sue has gone above and beyond this year and has been the driving force in organizing our many fundraising activities.

I would also like to thank Jacqui Bromley for her help with the executive and also Sharon Makeham for her continued support of our P&C meetings.

This year we had a really great year of fundraising.

We catered the Kyeamba Athletics carnival, the Small Schools Touch football day and the Birubi Bull sale, we also held a Bunnings BBQ, a Mother’s and Father’s day raffle and our annual Xmas raffle and provided the option of ordering school lunches two days a week. Funds were also received from the sale of chocolates, cook books and other items at Farmhouse Industries. This year our combined fundraising profit was $4,892.

I would like to thank anyone who contributed in any way to our fundraising events, the response this year has been overwhelming and it’s great to be able to have these funds to put back into our school to benefit our children.

The P&C’s outgoings this year have included:

- The K/1/2/3/4/excursion to Wagga, tonight’s Book prizes, the end of year excursion tomorrow, the Farwell gifts for our special staff members that are leaving us this year.
- $1,000 for Library books and $2,000 for the hire of the coach to Bendigo.

Thank you to Farmhouse Industries for the donation of the craft awards, the Wagga Sub Branch of the RSL for the citizenship awards and the Tarcutta Valley Landcare Group for the Landcare Awards.

I would like to say a very special thank you to our wonderful dedicated teachers, Geoff King, Lou Gorrie and Lila Muller. Also to our casual teachers Jason Stuart and Peta Lustenberger and our learning support team Sue Hardwick, Cathy Nugent and Kath Irons. Thanks must also go to Peter Thornley and Veronica Hamilton for the great work they do on the presentation of the school, it always looks fantastic and there were many positive comments from people at the farewell afternoon tea.

Thank you to our scripture teachers; Robyn Weston, Jenny Cowie, Father Joseph and Maree Waters for giving up their time to spend with our children. Thank you to Sue and Steve Hardwick and Richard and Wendy Blight for getting our children to and from school safely.
Farewell and good luck to our Year 6 students – Thomas Belling, Kylie Coates, Ali Maguire, Mathew Thomas, Charlotte Butt, Luke Makeham and Tihana Bromley. I hope that you have many great memories of your time here at Tarcutta Public School and wish you all the best for this exciting new time in your lives.

To our other students who will not be returning next year; Stephanie and Catriona Vickery and Melanie Danner, we hope you enjoy your new schools and make many great new friends.

This year we are losing several families from our school community; Ian and Sue Belling, Stan and Lisa Coates, Danny and Mellissa Maguire, Steve and Carolyn Thomas, Ben and Shannon Vickery and Frank and Daniella Danner. Thank you for the contributions you have made over the many years that you have been involved with the school.

I would like to say farewell to an amazing group of teachers; Geoff King, Lou Gorrie, Lila Muller, Peter Thornley and Kath Irons. Your dedication and commitment to Tarcutta Public School is immeasurable and you will be greatly missed. We wish you all the best with your future endeavors and hope that you will always look back on your time here as a special one.

Finally, I would like to wish our new Principal Fran Brown and our returning teacher Jason Stuart all the best for the coming year.

Raegan Angel
P&C President

Student representative’s message

Tarcutta is a great school and has great teachers. Tarcutta has a spacious playground. In the classrooms there is almost a computer for every child and heaps of resources for the students to use. Our library is ever-changing with new books being added all the time. We have learnt a lot and have enjoyed our time at Tarcutta Public School.

Tihana Bromley and Thomas Belling

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

Student enrolment has been declining for the past 6 years. This year enrolments started at 26 students and ended the year at 23. Next year it appears there will be approximately 14 students enrolled.
Student attendance profile

Good student attendance has been a significant trend over the past decade. Students like coming to school. However this year the average student attendance was below state average for the first time this century.

Management of non-attendance

Student non-attendance is not a major problem at our school. The Home School Liaison Officer (HSLO) is available if the school ever has an issue regarding non-attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1/2/3</td>
<td>K</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>K/1/2/3</td>
<td>3</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

The school has two classes. The Kindergarten, Years 1, 2 and 3 grades comprise one class and were taught by Lou Gorrie, while the Years 4, 5 and 6 students were taught by Geoff King.

Staff information

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

The school has two permanent teachers in Geoff King and Lou Gorrie. Lila Muller continues with library and release teaching roles. Kathy Irons has been employed under the LowSES National Partnership as an additional teacher for two days per week. Sue Belling maintains an efficient and happy office. Peter Thornely is the General Assistant. Veronica Hamilton continues to keep the school clean and tidy. This year we also employed Sue Hardwick and Cathy Nugent as Teachers’ Aide Special.

Staff establishment

<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>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>2.884</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There is no Indigenous staff currently employed at Tarcutta Public School.

Staff retention

Staff personnel have remained the same this year, with Kathy Irons working two days per week as an extra teacher. She is employed under the Low SES National Partnership program.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>57257.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>47089.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37986.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10610.14</td>
</tr>
<tr>
<td>Interest</td>
<td>2765.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>469.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>156178.39</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>4225.98</td>
</tr>
<tr>
<td>Excursions</td>
<td>6695.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3563.48</td>
</tr>
<tr>
<td>Library</td>
<td>2211.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55037.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4911.47</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>10427.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11521.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17234.42</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>469.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1010.39</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>117308.95</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>38869.44</td>
</tr>
</tbody>
</table>

School performance 2011

Achievements

Sport

This continues to be an important aspect of the student’s education. Learn-to-swim activities were held at the start of the year for Year 2-6 students. During Term 3 the five small schools in the Wagga District take part in fortnightly sporting activities. As well students participated in Small School athletics, swimming, cross country, soccer and touch football.

Academic

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

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

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

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

Literacy – NAPLAN Year 3

The school is unable to report on Year 3 literacy due to the low number of students in that year. Three students sat the NAPLAN test this year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were well above the state average in reading, writing, spelling and grammar and punctuation. No students were in the bottom two bands.

Numeracy – NAPLAN Year 3

The school is unable to report on Year 3 numeracy due to the low number of students in that year. Three students sat the NAPLAN test this year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were well above the state average for numeracy.

A full copy of the school’s 2011 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.
Literacy – NAPLAN Year 5

The school is unable to report on Year 5 literacy due to the low number of students in that year. Three students sat the NAPLAN test this year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were above state average in reading and spelling. No students were in the bottom three bands.

Numeracy – NAPLAN Year 5

The school is unable to report on Year 5 numeracy due to the low number of students in that year. Three students sat the NAPLAN test this year. Student privacy is important. Student achievements have been conveyed to parents by student reports. Results were above the state average. No students were in the bottom three bands.

Progress in literacy

School testing is indicating that implemented programs in Kindergarten to Year 6, such as the ‘Sentence a Day’ program and emphasis on different types of comprehension questions, are achieving an improvement in literacy standards. Consistent results over the last five years have indicated that there is above average improvement in literacy achievement from Year 3 to Year 5.

Progress in numeracy

School testing is indicating that there are more students achieving the numeracy targets for their grade than in the past, however this is from a low base and is inconsistent across the three areas of numeracy: Number, Space and Geometry and Measurement.

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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education is taught as part of teaching program and all forms of understanding of the Aboriginal culture remains a high priority within our school. We included programs throughout that used a variety of Aboriginal cultural themes, which included music, dance and food. Issues relating to contemporary Aboriginal Australia were also treated.

Multicultural education

There is only one student from Non-English Speaking Backgrounds (NESB) enrolled at Tarcutta Public School. However, the cultural diversity of our nation continues to be recognised and celebrated in the school across various KLA’s Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.
Iceland was the country of study for the CWA Cultural Day and competition. Asian, Italian and Mediterranean cooking is being used to understand the different foods that are prepared and eaten throughout the world.

**Respect and responsibility**

Students were explicitly taught respect and responsibility as part of our Values Education Program. Students identified areas where they were currently displaying respect and responsibility as well as brainstorming ideas to further develop opportunities to display respect and responsibility in the community.

Students, staff and parents constantly seek opportunities for students to display respect and responsibility as part of the school’s students and staff leadership program.

The school had fund raising activities for Genes for Jeans and Stewart House.

**National partnership programs**

Our school was included in the 2011 low SES National Partnership program. This provides the school with additional funds to assist the students with improving their literacy and numeracy. Funds have been used to employ an additional staff member for two days per week to work with selected students, as well as providing training for staff and the purchase of resources.

**Progress on 2011 targets**

**Target 1**

- 35% of Year 3 students achieve Bands 5 & 6 in NAPLAN numeracy.
- 25% of Year 5 achieve Band 7 & 8

Our achievements include:

- All Year 3 students achieved Band 4 or better in the NAPLAN tests. 67% were in the top 2 bands.
- All Year 5 students achieved Band 6 or better. 33% were in the top 2 bands.

- Individual and small group work has assisted those students needing extra attention.
- Small school network meetings provided additional classroom activities and skills.
- Professional development for all teachers in data analysis including NAPLAN and Best Start data.
- Continued implementation of the Early Numeracy continuum.

**Target 2**

- 35% of Year 3 students achieve Bands 5 & 6 in NAPLAN writing.
- 25% of Year 5 achieve Band 7 & 8

Our achievements include:

- All Year 3 students were in the top 2 bands.
- All Year 5 students achieved Band 5 or better.
- Continue emphasis on Persuasive writing activities for Semester 1.

**Target 3**

- 35% of Year 3 students achieve Bands 5 & 6 in NAPLAN reading.
- 25% of Year 5 achieve Band 7 & 8

Our achievements include:

- All Year 3 students were in the top 2 bands.
- All Year 5 students achieved Band 6 or better. 33% were in the top 2 bands.
- Implementation of the Focus on Reading program across Stages 2 and 3.
- A variety of comprehension strategies have been explicitly taught across all grades.
- Smaller class numbers have assisted in ensuring all students receive attention.
- Individual and small group work has assisted those students needing extra attention.
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 2011 our school carried out evaluations of leadership and mathematics.

Educational and management practice
Leadership
Our school chose to evaluate both staff and student leadership of the school. For 2011 evaluations we surveyed staff, students and parents in the area of leadership using school-map surveys. Surveys were distributed to 18 families, all staff and all students. Five surveys were returned from parents.

Background
Further evaluations were taken through staff meetings and P&C meetings to make sure the school maintained a strong and cohesive leadership core. Regular communication of school events, planning and achievements were made through the school newsletter, P&C meetings and informal discussions at the school.

Findings and conclusions
Staff collaboratively planned and developed professional learning plans with the Principal. Goals were set and supported through training and development funding. This resulted in improved staff skills, self esteem and willingness to undertake leadership roles within the school.

The Student Leadership program is well supported by students, staff and the community. Students have a high profile in school and community events. This has resulted in improved student self-esteem, connections with other students throughout NSW and an ongoing expectation of students taking a leadership role at Tarcutta Public School.

Future Directions
A major target of school planning for 2012-14 will be to have several positive initiatives implemented to improve staff and student leadership skills. These include:

- Participation in the Team Leadership for School Improvement program
- Join a network of small school principals completing this training
- Implementation of Australian Curriculum
- Staff undertake PL in new syllabuses
- Develop revised school policies
- Aboriginal education policy implemented in collaboration with small schools network
- Attendance by student school leaders at Young Leaders Conference in Wagga Wagga.

Curriculum
Mathematics
Background
The school has recently participated in the small schools working mathematically CAP program and staff are keen to update current numeracy teaching and learning practices to bring them in line with these strategies. We were keen to ascertain parent, staff and student opinions in the area of numeracy. For 2011 evaluations we surveyed staff, students and parents in the area of mathematics using school-map surveys.

Findings and conclusion
Surveys were distributed to 18 families, all staff and all students from Year 2 upwards. Five surveys were returned from parents. All parents agreed that they felt mathematics was an important subject for their children. 95% of parents felt that their child had developed new skills in numeracy. Whilst most parents felt that the school kept them well informed about the teaching of mathematics, 4 of our 5 parents were unsure as to how mathematics was taught in the classroom situation. All parents believed that weekly mathematics homework help their child by reinforcing numeracy skills taught during the week.
Future directions
A parent information session on the teaching of mathematics and its links to overall numeracy skills will be run next year to ensure our parents are informed on the current methods of teaching mathematics. We plan to instigate more opportunities for parents to visit and participate in mathematics lessons throughout the year. Staff will continue to develop their skills in the teaching of numeracy through professional learning opportunities and liaising with district personnel.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. As well as surveys being sent home, we continued to hold meaningful discussions over time at P&C meetings and other school related events.

Over all, parents have expressed their satisfaction with the operation of the school and the encouragement to freely discuss issues as they arise. We have a steady parent involvement in classroom activities, assemblies, excursions and camps which is evidence of the good relationship between school and town.

Students are also encouraged to discuss issues relating to them and their school and have expressed satisfaction and appreciation for the many opportunities the school has been able to provide for them.

Professional learning
The key focus for the Professional Learning program for 2011 was on the school’s involvement in the National Partnership Low SES strategy.

Training was also undertaken by all members of the staff on Focus on Reading.

The school received $2775 in Professional Learning funds which was spent equally amongst all staff as needed. As well as these funds an additional $900 was spent throughout the year on professional learning.

<table>
<thead>
<tr>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPL-School Base (T&amp;D)</td>
<td>$00.00</td>
</tr>
<tr>
<td>TPL-Leadership and career development</td>
<td>$00.00</td>
</tr>
<tr>
<td>TPL-Beginning Teachers</td>
<td>$00.00</td>
</tr>
<tr>
<td>TPL-Use of ICT</td>
<td>$00.00</td>
</tr>
<tr>
<td>TPL-Quality Teaching</td>
<td>$2084.00</td>
</tr>
<tr>
<td>TPL-Syllabus Implementation</td>
<td>$00.00</td>
</tr>
<tr>
<td>TPL-Literacy and Numeracy</td>
<td>$1569.00</td>
</tr>
<tr>
<td>TPL-Welfare and Equity</td>
<td>$00.00</td>
</tr>
</tbody>
</table>
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Numeracy

Outcome for 2012–2014

- Improved student learning outcomes in numeracy strands of fractions and decimals, and space and geometry.
- Development and implementation of rich mathematics assessment tasks to track and monitor student progress along the mathematics learning continuum.

2012 Targets to achieve this outcome include:

- In all KLA teaching and learning programs there is a clear implementation of explicit quality numeracy teaching practices and assessments to support the Implementation of the Australian Curriculum through new NSW syllabuses documents.
- Increase the percentage of students achieving at appropriate stage based outcomes in mathematics strands of number, fractions and decimals, and space and geometry.

Strategies to achieve these targets include:

- Employ an additional teacher to focus on the explicit teaching of numeracy skills in Stage
- Organise mathematics consultancy support to develop a school mathematics scope and continuum.
- Develop a fractions and decimals, and space and geometry teaching focus within teaching and learning programs.
- Develop proformas to explicitly outline term, week teaching focuses

School priority 2 - Reading

Outcome for 2012–2014

- Improved student learning outcomes in applied and inferential reading comprehension
- Explicit comprehension teaching practices developed and implemented
- Literacy assessment practices developed and implemented to monitor student progress along the literacy continuum of learning

2012 Targets to achieve this outcome include:

- Decrease the difference from state in years 3 and 5 in reading items of applied and inferential comprehension from < -10 to > -10 (moving towards a positive) in 2011 to > -5 (moving towards a positive) in 2012.
- In all KLA teaching and learning programs there is a clear implementation of explicit quality literacy teaching practices to improve comprehension

Strategies to achieve these targets include:

- Employ an additional teacher to focus on the explicit teaching of literacy skills in Stage 1.
- Contact SDO to train in data item analysis
- Align data needs to teaching strategies
- Contact Literacy consultant to develop an approach to teaching using the metacognitive strategies for comprehension in a K-6 classroom
- Comprehension strategies support learning across the KLAs.

School priority 3 – Leadership and Management

Outcome for 2012–2014

- Enhanced school leadership capacity to support school improvement leading to improved student learning outcomes

2012 Targets to achieve this outcome include:

- Completion of the requirements for the DEC ‘Team leadership for School Improvement’ training.

Strategies to achieve these targets include:
• Contact regional SED to enrol in Team Leadership for School Improvement training
• Complete school overview
• Join a network of small school principals completing the training
• Implementation of Australian Curriculum
• Staff undertake PL in new syllabuses
• Develop revised school policies
• Aboriginal education policy implemented in collaboration with small schools network

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 - 2011 Principal
Raegan Angel - P&C President
Lou Gorrie - Classroom teacher

School contact information

Tarcutta Public School
Centenary Ave Tarcutta 2652
Ph: 02 6928 7191
Fax02 6928 7254
Email: tarcutta-p.school@det.nsw.edu.au
School Code: 3165

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: