Tumbulgum Public School
Annual Report School

2011
Our school at a glance

Tumbulgum Public School is set in a unique and beautiful setting near the Tweed River. It continues to have a firm commitment to ensuring that quality teaching and learning is at the very core of all programs implemented within the school. It is the principles of quality teaching that are embedded in the lessons we teach, the student assessments we undertake and the professional development opportunities available to all staff.

Tumbulgum Public School is one of the 13 proud schools who belong to the Murwillumbah Wollumbin Learning Community. We are also proud members of the Far North Coast Small Schools Collegiate.

Principal’s message

At Tumbulgum Public School we aim to involve the staff, students, families and wider community in the creation of a challenging, relevant learning environment where children will develop the knowledge, skills and attitudes that enable them to successfully contribute to our society. At the centre of our role is the provision of high quality educational programs in all key learning areas, with particular emphasis on literacy and numeracy. The educational outcomes for each student are closely monitored to ensure their needs are being appropriately addressed. The welfare of each student is a prime area of responsibility. The integration of technology into classroom practice and experiences is a continuing focus.

We are proud of the many sporting, cultural and academic successes that we achieved in 2011.

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.

Samantha Rowsell

P & C and/or School Council message

I would like to thank the people involved in our school; the teachers and other staff, volunteers, parents and the members of the P & C who commit time, energy and resources to improving the school experience, opportunities and educational outcomes of our children.

The P&C Association works in conjunction with our local community organisations to promote a positive image of the school in the local and wider community.

The number of members able to attend meetings continues to represent approximately twenty-five percent of our school community however support for activities organised by the P&C is much higher.

Some of the activities held this year were a breakfast to welcome new families and Mothers and Fathers Day gift stalls to offer the children a “shopping” experience. The canteen has been operated throughout the year by a team of dedicated workers.

Although fundraising was not planned as a focus, fundraising activities this year have been successful. Funds have been used for student activities such as the provision of transport for attendance at off site events, catering for special occasions, providing mementos for students going in to high school, and to support students to attend representative sporting and cultural events. Major expenditure has been carried over to next year.

P&C meetings have presented opportunities to engage in decisions regarding programs in our school. Some of the matters raised have been the Friendly school and Families- preventing bullying program, Chaplaincy services and Ethics classes. Parent survey data has been presented and targets discussed.

Parent engagement leads to student success and involvement through the P&C is a positive way to enhance this. New members are always welcome to attend meetings. Tumbulgum Public School continues to offer a fantastic learning environment of which the whole community can be proud.

Heidi Plater- P&C President 2011
School Context

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>31</td>
<td>32</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>17</td>
<td>25</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

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>Tweed</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Tweed</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Oxley</td>
<td>2</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Oxley</td>
<td>3</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Rous</td>
<td>4</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Rous</td>
<td>5</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Rous</td>
<td>6</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

When students are absent without explanation a reminder note is sent to the parents with a proforma for them to complete and return to the school. The Principal interviews parents of students with concerning levels of absenteeism. Further absenteeism is referred to the HSLO.

Staff Information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.462</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>4.868</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011 there were no Indigenous staff employed at Tumbulgum Public School.

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100938.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>126898.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42947.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22787.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3849.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2187.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>299608.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34331.89</td>
</tr>
<tr>
<td>Excursions</td>
<td>10570.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20519.64</td>
</tr>
<tr>
<td>Library</td>
<td>708.76</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5183.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50855.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5255.39</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37043.06</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9232.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40330.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13435.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>227466.92</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>72141.89</td>
</tr>
</tbody>
</table>

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.

School performance 2011

Achievements

Arts

Through the implementation of Music Room, a developmental classroom music program, valuable experiences were provided for all classes in listening, moving, creating, singing and playing.

In term 3, our school participated in the Tweed Small Schools Concert that is held bi-annually to raise funds for Stewart House. Students from Kindergarten to Year 6 sang in the combined schools choir and also performed a school dance. The fact that the whole school joined in to present an item that was lively and fun and so enthusiastically witnessed by a large audience was evidence of the enjoyment experienced by all students.

Two senior students auditioned for and were selected to travel to Sydney to sing with a talented group of students from small schools at the Sydney Opera House. This was part of the festival of Choral Music 2011.

Sport

Throughout 2011 all students have participated in a broad range of sporting activities. The emphasis of all sporting activities at the school is on participation and enjoyment which fosters good sportmanship.

Through participation in regular daily physical activity all students K-6 received either a Gold or Diamond award in the Premiers Sporting Challenge.

All students actively participated in the school’s Picnic Sports Day, the Tweed Small Schools Athletics Carnival, where three students achieved Senior Boys Champion, runner up Senior Girls
Champion and Sub-Junior Boys Champion, and the Tweed Small Schools Ball Games Carnival, winning the Division B Ball Games Trophy and the Senior Tug-o-war Trophy.

The school was successfully represented by eleven students at district athletics, six at zone athletics with two competing at a state level. Seven students represented the school at district cross country and two at the zone cross country. Six students competed at district and four at zone level for swimming.

A number of workshops were conducted at the school by professional coaches to develop student skills and encourage active participation. These sports included Rugby League, Hockey, Soccer and Gymnastics.

A mixed team competed in the state small schools soccer knockout and were knocked out in their round 2 game.

During Term 4 students had access to an intensive 5 day swimming program at Kingscliff Pool. Twenty nine students participated and received professional tuition resulting in increased water confidence.

Environmental

All students completed environmental units of work as part of their Science and Technology and HSIE work.

Students, parents and community members worked cooperatively on a large project landscaping an area beside the new building, enhancing the existing gardens, and developing class vegetable gardens which have provided students with an abundance of produce.

Four senior students represented the school as members of the Murwillumbah / Tweed Youth Environment Council with one student elected as president. These students were invited to prepare a slideshow presentation on the schools environmental work for the NSW Coastal Conference.

Senior students planted 105 trees in conjunction with the local Landcare organisation as part of a regeneration project at North Tumbulgum.

The school won first prize for a school project, our veggie gardens and won second place for our school gardens overall in the Tweed Shire Council garden competition.

Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
NAPLAN Year 3
Detailed reporting as a cohort is not available as there were less than 10 students who completed the assessment. Individual student results were analysed by staff.

NAPLAN Year 5
Detailed reporting as a cohort is not available as there were less than 10 students who completed the assessment. Individual student results were analysed by staff.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Story Dogs
Story Dogs is a reading program that Early Stage One and Stage One participated in throughout the year. This is a reading support program where selected students read to an accredited dog and its owner. The program leaves the students more confident in their reading, which has led to greater fluency.

Friendly Schools and Families
To support the teaching of our school values all students were involved in the Friendly Schools program in Terms 1, 2 and 3. This was an initiative to improve our students’ social skills and to reduce bullying behavior in our school. The development of resilience, positive self-esteem, empathy, co-operation, friendship skills and decision making not only helped protect children from the harmful effects of bullying but helped build positive peer relationships.

Our “Star Pass” system for demonstrating school values continued with the students attaining twenty star passes receiving an award. At the end of each term gold award holders attended a “star pass” lunch.
Rotations

Life Skill Rotations is another program run throughout each year. This year the students participated in a variety of activities that involved cooking, fishing and sewing. The rotations were extremely successful with all students thoroughly enjoying themselves.

Aboriginal education

Aboriginal education is addressed through our Connected Outcomes Groups (COGS) units of work. Activities within these units are designed to educate all students about Aboriginal histories, cultures and current Aboriginal Australia.

Multicultural education

Japanese

In Term 3, Beth Matsuto, a member of our parent body conducted weekly lessons in Japanese for all students K-6.

These were highly engaging activities for our students. The hands-on activities involved learning about the Japanese language, food, culture and traditions.

Progress on 2011 targets

Target 1

To improve students’ writing (& spelling) skills growth and to improve students’ reading (comprehension) skills growth.

Our achievements include:

- A reading recovery teacher was jointly shared across 3 small schools. Three students from Tumbulgum PS were successfully discontinued from this program.
- The school purchased the MultiLit literacy program and staff were trained in its delivery. This saw huge improvements in reading levels for targeted students.
- In-school spelling and comprehension assessment tasks were conducted and analysed by staff each term.
- 89% of Kindergarten students reached Reading Recovery level 6 or above.
- 100% of Year 1 students reached Reading Recovery level 15 or above.
- All students had been placed on the Literacy K-6 continuum. Their achievements in literacy are now tracked across the 8 aspects of literacy (aspects of speaking, aspects of writing, concepts about print, comprehension, phonemic awareness, phonics, reading texts and vocabulary).
- 100% of Year 3 students achieved at or above the National Benchmark in NAPLAN Reading and Writing.
- 100% of Year 5 students achieved at or above the national benchmark in NAPLAN Reading, Writing, Grammar and Punctuation.

Target 2

To improve students’ numeracy skills growth.

Our achievements include:

- A school-based numeracy profile for each student was developed and updated throughout the year. This profile tracks individual students’ progress across all fifteen outcomes of mathematics.
• A numeracy audit was conducted across the school and additional resources purchased where necessary.

• Homework sheets based on syllabus key ideas were developed to assist students in consolidating their understanding at home.

• 80% of Year 3 students achieved at or above the National Benchmark in NAPLAN numeracy.

• 100% of Year 5 students achieved at or above the national Benchmark in NAPLAN numeracy.

**Target 3**

To enhance positive views of Public Education and Tumbulgum Public School culture through the increased use of 21st century technologies and a greater diversity of opportunities for all stakeholders.

Our achievements include:

• Technology & Media

School and state funding allowed the purchasing of 20 laptops for the senior class in the school. The school regularly sent articles to local media outlets to enhance the perception of Public Education. This saw publication in local print media of our purchasing of laptops, our small schools concert, our gardening awards and our gifted and talented project.

• Enrichment Programs

The school participated in a self-nominated “Enrichment Project” with schools across the Far North Coast network. This saw students present their work and research at a combined Enrichment Day at Murwillumbah High School.

Two students were selected to form part of a combined Small Schools Choir that performed at the Sydney Opera House.

Students self nominated to participate in the University of NSW competitions in Spelling, Mathematics, Computing and Science.

All students participated in the Premier’s Reading Challenge, Sporting Challenge and Spelling Challenge for Yr 3-6.

All students were exposed to the expertise of specialist teachers for Zumba and gymnastics.

**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 a situational analysis that covered both these aspects.

**Educational and management practice**

**Communication**

**Background**

The school conducted a situational analysis that incorporated aspects of the school’s communication with parents and the wider community. 74% of families participated. In particular there were questions asked about the school’s newsletter, parent information sessions, student reports and a community engagement survey.

**Findings and conclusions**

• 96% of respondents agreed or strongly agreed that positive relationships exist between the school and its community.

• 93% of respondents agreed or strongly agreed that the school’s programs and activities are regularly communicated to parents.

• Parents were overwhelmingly supportive of the school’s newsletter and its format.

• Parents want to have more information sessions regarding school programs in addition to P&C meetings.

**Future directions**

• The school will endeavour to utilise more community resources and skills to support student learning.

• The school shall hold information sessions at various times/days to cater for all members of the parent body.

• The school will look at ways to enhance the existing student report format that includes practical suggestions for parents.
Curriculum
As part of the situational analysis process the school asked for feedback on our welfare policies and procedures and the rotations program.

Background
The school purchased and delivered the Friendly Schools and Families program to all students K-6. This was to enhance our anti-bullying program across the school. In Term 3 students K-6 were involved in the rotations program that covered life skills.

Findings and conclusions
- Respondents believed the anti-bullying and welfare policies worked but would like more clarification on details of the policy.
- Respondents believed there needed to be more consistency in the awarding of star passes across the school.
- Star Pass rewards needed to be healthy and have some degree of variance in order to keep students motivated.
- Overwhelmingly the rotations program was seen as a positive and engaging experience for the students.

Future directions
- The welfare policy will be reviewed with parent and community consultation in 2012.
- The rotations program will continue in 2012 with greater input and skills sought from the school community in order to provide a broader range of activities.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents and teachers about the school. 74% of families returned their surveys. The following statements were responded to as “almost always” or “usually”.
- 100% responded that the school encourages new students and their families to be involved in the school.
- 96% responded that the students are the school’s main concern.
- 96% responded that the school is continually finding ways to improve what it does.
- 96% responded that the school appreciates having their child as a student.
- 96% responded that the school often praises and rewards individuals who are successful.

Professional learning
In 2011, the total funding spent on Professional Learning was $5183.87. This funding provided professional learning for teachers in the use of ICT, literacy, team leadership and quality teaching.

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
Literacy Outcome for 2012–2014
Quality teaching and learning programs in literacy will result in increased levels of achievement for all students to match or exceed school, regional and state targets.

2012 Literacy Targets to achieve this outcome include:
- K-2 students will increase their Term 1 K-6 Literacy Continuum level by at least 2 clusters in all aspects by Term 4 Week 6.
- Yr3-6 students will increase their Term 1 K-6 Literacy Continuum level in all aspects by at least one cluster by Term 4 Week 6.
- Students will achieve a level of growth comparable to the state in literacy.

Strategies to achieve these targets include:
- All students benchmarked and assessed regularly against the K-6 Literacy Continuum.
- Targeted students will be provided with extra support via Reading Recovery, MultiLit and an additional teacher two mornings a week.
- Purchase additional resources for enhancing the teaching of comprehension.
• Professional learning to enhance the quality teaching of literacy.

School priority 2

Numeracy Outcome for 2012–2014

Quality teaching and learning programs in numeracy will result in increased levels of achievement for all students to match or exceed school, regional and state targets.

2012 Numeracy Targets to achieve this outcome include:

• K-2 students will increase their Term 1 K-2 continuum by at least 2 clusters by Term 4 Week 6.
• Students will achieve a level of growth comparable to the state in numeracy.

Strategies to achieve these targets include:

• All students benchmarked and assessed regularly against the K-6 Mathematics syllabus key ideas.
• Targeted students will be provided with extra support by an additional teacher two mornings a week.
• Purchase additional resources for enhancing the teaching of numeracy.
• Professional learning to enhance the quality of numeracy teaching including combined Murwillumbah Learning Community professional learning days for Stage 3 and Stage 4 teachers.

School priority 3

Community Engagement Outcome for 2012–2014

Stronger and more effective partnerships will be formed between the school and the wider community to support and enhance student achievement.

2012 Community Engagement Target to achieve this outcome include:

• To enhance the diversity of opportunities for all stakeholders in the Tumbulgum PS community.

Strategies to achieve these targets include:

• Complete a community audit and utilise a greater range of local skills and resources in the development of learning programs.
• Participate in the development of a stronger Murwillumbah Learning Community focused on quality teaching and learning.
• Ensure greater input from all stakeholders in the development of policies and programs within the school.

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.

Samantha Rowsell, Principal
Christopher Pritchard, Classroom Teacher
Judy Parker, Classroom Teacher
Tanielle McEwan, Classroom Teacher
Heidi Plater, P&C President

School contact information

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Web: www.tumbulgum-p.schools.nsw.edu.au
School Code: 3277

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: