Tumbulgum Public School
Annual School Report

2012
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 Learning Community. We are also proud members of the Community of Small Schools.

Messages

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 2012.

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 message

2012 has brought with it new faces with fresh ideas and enthusiasm. Meetings continue to be well attended and support for events strong. 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 to promote a positive image of the school in the local and wider community. A focus this year has been to support school promotion with ideas such as printed logo aprons to use at events and library/shopping bags for sale initiated. Advertising has been funded and improved signage is currently being investigated. Interaction with other local community organisations such as the Sports Club, Community Association and Playgroup continues.

Tumbulgum P&C conducted a number of successful fundraising activities this year to raise valuable funds to support some of the requirements of the staff and students of our school. Activities included a Bunnings Sausage Sizzle, Election Day stall, catering afternoon tea for an Antique Car Rally and the Melbourne Cup function held in conjunction with the Tumbulgum Tavern. Funds have been used for student activities such as the provision of transport for attendance at events, providing mementos for students going to high school, and to support students attending representative events. Purchases included chairs and trestle tables, indoor play resources, two document cameras, and soccer nets.

P&C meetings have presented opportunities to engage in decisions regarding programs in our school. Changes to funding, school numbers and challenges, subsidizing increasing costs to families to enable engagement in diverse and rich experiences, and the welfare policy have been discussed. A resolution was passed that the Association become incorporated. The canteen services have been outsourced to a local café. Guest speakers this year included the DEC Partnerships Officer and also a P&C Federation State Councillor.
Parent engagement leads to student success and involvement through the P&C is a positive way to enhance this. Tumbulgum Public School offers a learning environment of which the whole community can be proud.

Heidi Plater- P&C President 2012

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

![Enrolments]

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
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Student attendance profile

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<th>2012</th>
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<td>93.9</td>
<td>93.7</td>
<td>96.0</td>
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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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.338</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
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<tr>
<td>Total</td>
<td>3.234</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 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>
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<tr>
<td>Postgraduate</td>
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</tr>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>$2797.58</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>$197046.69</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $10860.31  |
| Key learning areas        |            |
## School performance 2012

### Achievements

#### Arts

At Tumbulgum Public School we provide varied and rich opportunities for students to participate in creative and performing arts. The highlight of our visual arts program has been the Les Peterkin Portrait Prize competition. This year, two students received encouragement awards for their portraits.

In Term 2, the whole school attended Murwillumbah High School for their Arts Week extravaganza. Students appreciated the varied and talented performances of the high school students and the art work that was on display.

All students participated in music and drama workshops in 2012. These classes were run by the teachers and two talented members of our school community.

In Terms 1 and 2, students enthusiastically participated in a music program which focused on singing and movement. One senior student was selected to join the Small Schools Primary Choir. They performed at various venues throughout the year, culminating in a trip to Sydney to perform at the Sydney Opera House.

All students from K-6 participated in drama workshops in Terms 3 and 4. Students began by collaborating to convey dramatic meaning in small group devised performances. In Term 4, students performed in the whole school musical, “The AristoCats”. The musical highlighted the accomplished skills developed by the students throughout the semester. All staff, students, parents and community members were extremely impressed with the quality of the production and the performances of the students.

### Sport

In 2012 our sports program provided all students with the opportunity to experience a wide range of physical activities aimed at developing skills, promoting participation and enjoyment and fostering teamwork and sportsmanship.

All students participated in the Premier’s Sporting Challenge in which every child completed at least 60 minutes of physical activity per day for a period of 10 weeks. Every student received either a Diamond or Gold Award.

All students also participated in the Jump Rope For Heart program involving regular skipping activities culminating in a ‘jump off’ where students were able to display their skills. The school was visited by the World Skipping Champion who provided a demonstration and tuition of skills.

In school workshops for Rugby League and Hockey were conducted throughout the year by specialist coaches with the aim of skill development and encouragement of active participation.

All students participated in the Small Schools Athletics Carnival, where the school won the Senior Champion School (Division B) and the Small Schools Ballgames Carnival where the senior were Runners-Up in Division B, winners in Sub Juniors Division B and third overall in the Champion School Division B.

During Term 4, 28 students participated in a 5 day intensive swimming program at Kingscliff Pool conducted by professional instructors,
resulting in increased water confidence and improved swimming ability.

**Technology**

All students at Tumbulgum Public School use technology daily as an effective learning tool. The school is well resourced with all classrooms having several computers and a bank of Apple and Windows based computers in the community room, as well as a number of laptops with wireless access to the internet. These computers are highly accessible to students as needed throughout the school day.

Students are highly skilled in a broad range of applications using both Apple and Windows operating systems. Students have their own USB storage devices allowing them to store their work and move it easily between computers.

All students K-6 use a variety of interactive educational programs designed to enhance their learning across all key learning areas.

All students are able to log onto the Department of Education portal and access the Department of Education Intranet and the internet.

Students in years 3-6 competently participate in online curriculum projects that promote sharing, gathering and communicating, eg students in years 2 to 6 participated in World Maths Day, an online maths competition, competing against other students worldwide to answer mental maths questions.

Students experiment with various electronic presentation applications to manipulate and present data and identify application tools that are best suited to specific tasks. All students have had experience in using digital images to produce slideshows using Powerpoint or Photostory.

Students in years 3-6 are able to set up a simple spreadsheet, insert data, insert a mathematical formula and produce a graph from the data.

All classrooms are equipped with a Smartboard (electronic whiteboard) and students enjoy applying their computer skills in its use. The Smartboard has proved a valuable tool in teaching across all KLA’s and for demonstrating new computer skills to a group or class.

**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)

**Reading – NAPLAN Year 3**
**Numeracy – NAPLAN Year 3**

![Bar chart showing percentage of students in bands for Year 3 Numeracy]

**Numeracy – NAPLAN Year 5**

![Bar chart showing percentage of students in bands for Year 5 Numeracy]

**Percentage of 2012 Year 3 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</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>
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</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
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</tbody>
</table>

**Percentage of 2012 Year 5 students achieving at or above minimum standard (exempt students excluded)**

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*. 
Significant programs and initiatives

Aboriginal education

In Reconciliation Week, all students from K-6 travelled to Carool Public School where they were exposed to Aboriginal culture through storytelling, song and dance. All students were actively engaged in the rich culture and history of Indigenous Australians. This was also evident when they combined with students from Carool and Duranbah Public Schools in art and physical education activities with an Aboriginal perspective.

Multicultural education

Multicultural perspectives are covered throughout the year through our COGS units of work. However, we also had a focus week in Term 2, Week 8.

Our school was visited by a local family of South Sea Island and Aboriginal descent. Through discussions, questioning and observing artefacts and pictures in the classroom, students gained an understanding of how the ancestors of this family lived in Vanuatu and how they adjusted to life in Australia.

Life Skills Rotations

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

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.

Progress on 2012 targets

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.

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 continued using the MultiLit literacy program. This saw huge improvements in reading levels for targeted students.
- 67% of Kindergarten students reached Reading Recovery level 6 or above with 50% reaching Reading Recovery level 20 or above.
- 100% of Year 1 students reached Reading Recovery level 15 or above.
- All students have continued to be placed and plotted on the Literacy K-6 continuum. Their achievements in literacy are continually 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 Spelling, Grammar & Punctuation and Writing.
- 100% of Year 5 students achieved at or above the national benchmark in NAPLAN Reading, Spelling and Grammar and Punctuation.

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.

Our achievements include:

- A school-based numeracy profile for each student continues to be updated throughout the year. This profile tracks individual
students’ progress across all fifteen outcomes of mathematics.

- Homework sheets based on syllabus key ideas continue to be used to assist students in consolidating their understanding at home.
- 100% 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.

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.

Our achievements include:

- One student was 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.
- The school was fortunate enough to be able to use the expertise of parents and the wider community to enhance the learning experiences of our students in the areas of music, drama, tennis and Aboriginal & Torres Strait Islander culture.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

Background:
In 2012 our school held a Planning and Review meeting. Staff and parents discussed our NAPLAN results and our in-school data. We sought out parents’ opinions of the new report format and discussed ideas for 2013 including an extended transition program and the purchasing of iPads.

Findings and conclusions

- Parents were in favour of the new report format.
- Staff would like to see the number of parents attending parent/teacher interviews increase.
- Parents would like to see an extended transition to school program.

Future directions

- New report format will continue in 2013.
- Personalised Learning Plans for all students to be developed in 2013 to encourage stronger partnerships between home and school.
- An extended transition program will be implemented in 2013 along with a stronger partnership between the Tumbulgum Playgroup and Tumbulgum PS.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. 100% of respondents “strongly or somewhat agreed” to the following statements.

- I feel valued as a member of the school community and am proud to be involved with Tumbulgum Public School.
- The staff is approachable.
- I am kept regularly informed by regular communication from the school.
- There are positive reward incentives for students to aim for at the school.

Professional learning

In 2012, the total funding spent on Professional Learning was $3608.42. This funding provided professional learning for teachers in the use of ICT, literacy, career development 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.

2013 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.
- Yr 3-6 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 K-6 systematically assessed against the English syllabus and Literacy Continuum with the teaching & learning cycle to drive class programs.
- Teachers to set a professional learning goal relating to the school’s literacy target via TARS process.
- Professional learning will focus on staffs’ knowledge of the new English syllabus.
- Targeted students will be provided with additional support via an additional teacher, allocated STLA time or teacher aide time.
- MultiLit program will be used to support students with high needs.
- Personalised Learning Plans developed and addressed through 3 way conferences for ALL students.
- Survey conducted to determine parent & community workshops in relation to literacy curriculum, quality teaching and integrated ICT.

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.

2013 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 K-6 systematically assessed against the K-6 Mathematics syllabus (key ideas) with the teaching & learning cycle to drive class programs.
- Teachers to set a professional learning goal relating to the school’s numeracy target via TARS process.
- Professional learning will focus on staffs’ knowledge of the new Mathematics syllabus.
- Targeted students are provided with extra support in the classroom via the classroom teacher, allocated STLA time or teacher aide time.
- Survey conducted to determine parent & community workshops in relation to numeracy curriculum, quality teaching and integrated ICT.

School priority 3
Community Engagement Outcome for 2012–2014
- To enhance the diversity of opportunities for all stakeholders in the Tumbulgum PS community.

2013 Targets to achieve this outcome include:
- Teaching & learning programs will show evidence of differentiation.
- A greater number of students will be encouraged to participate in the University of NSW competitions.
• All students will participate in the Premier’s Spelling, Reading & Sporting Challenge.
• All students will participate in a school Public Speaking competition, progressing to the FNC competition.
• Students will be provided with a diverse range of opportunities via the Far North Coast’s Small Schools CoSS and the Murwillumbah CoS
• Specialist skills and talents within the community will be used to provide students with a rich curriculum.
• The school will ensure articles are sent to the media on a regular basis to enhance the perception of the school and Public Education.
• Utilise a greater range of local skills, talents and resources in the development of learning programs.

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
Heidi Plater, P&C President

School contact information
Tumbulgum Public School
11 Fawcett Street, Tumbulgum
Ph: 02 6676 6237
Fax: 02 6676 6149
Email: tumbulgum-p.school@det.nsw.edu.au
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: