School context

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.

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 2013.

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 all the people involved in our school; the teachers and other staff, volunteers and families who commit time, energy and resources to our school, for another great year.

During 2013 the P&C association activities have continued to be well supported. With a membership of fifteen and the help of many others in the school community, the P&C have been able to work together to promote a positive image of the school to the wider community and to enhance the opportunities and school experience for the students.

This year the P&C completed the process of becoming incorporated and revised our constitution.

Events have included hosting a welcome breakfast for all families at the start of the year, and working with each child to produce handmade gifts for Mother’s and Father’s Day. Sausage sizzles for students have been supported and book club initiated. Each Kindergarten child received a school hat and library bag as a welcome gift and each child that leaves to go to high school is provided with a useful gift from our school.

Fundraising activities have been very successful and have included catering for the Small Schools Ball Games carnival, holding an election day stall, Melbourne Cup day function in conjunction with the Tumbulgum Tavern and catering lunch for an Antique Car Club. These events present an opportunity for the school and wider community to work together to support and showcase our school.

Funds have been used to assist in the purchase of new technology (iPads), new school signage, miscellaneous equipment, supporting students fundraising for charity and supporting student representation. A major contribution has been made toward subsidising or providing all bus transport to student activities.

The P&C is committed to assisting in the provision of resources that will allow for equal access to students to extend their educational opportunities. The P&C endeavours to encourage parent engagement in their child’s schooling. This has been shown to lead to student success and
involvement in the P&C is one positive way to encourage this.

Heidi Plater – P&C President

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>31</td>
<td>32</td>
<td>28</td>
<td>23</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>17</td>
<td>25</td>
<td>27</td>
<td>26</td>
<td>18</td>
<td>22</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>94.5</td>
<td>92.9</td>
<td>95.7</td>
<td>97.9</td>
<td>97.9</td>
</tr>
<tr>
<td>1</td>
<td>94.1</td>
<td>89.1</td>
<td>95.8</td>
<td>97.3</td>
<td>95.5</td>
<td>96.0</td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>94.4</td>
<td>91.9</td>
<td>95.6</td>
<td>96.0</td>
<td>96.0</td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>98.2</td>
<td>93.1</td>
<td>94.2</td>
<td>94.6</td>
<td>94.6</td>
</tr>
<tr>
<td>4</td>
<td>96.6</td>
<td>93.4</td>
<td>97.5</td>
<td>93.9</td>
<td>91.0</td>
<td>91.0</td>
</tr>
<tr>
<td>5</td>
<td>96.6</td>
<td>94.8</td>
<td>90.8</td>
<td>97.0</td>
<td>96.2</td>
<td>96.2</td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>96.1</td>
<td>94.6</td>
<td>100.0</td>
<td>95.9</td>
<td>95.9</td>
</tr>
<tr>
<td>Total</td>
<td>97.0</td>
<td>94.7</td>
<td>93.9</td>
<td>93.7</td>
<td>96.0</td>
<td>95.2</td>
</tr>
</tbody>
</table>

**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.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 there were no Indigenous staff employed at Tumbulgum Public School.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.336</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.432</td>
</tr>
</tbody>
</table>

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>72916.38</td>
</tr>
</tbody>
</table>

**Income**

Balance brought forward: 71158.75
Global funds: 70912.88
Tied funds: 34218.24
School & community sources: 14132.20
Interest: 2325.23
Trust receipts: 2830.90
Canteen: 0.00

Total income: 195578.20

**Expenditure**

Teaching & learning
- Key learning areas: 31415.35
- Excursions: 5549.28
- Extracurricular dissections: 8458.85
Library: 1254.07
Training & development: 4727.26
Tied funds: 28909.42
Casual relief teachers: 4903.40
Administration & office: 16664.61
School-operated canteen: 0.00
Utilities: 8988.13
Maintenance: 9002.10
Trust accounts: 2789.35
Capital programs: 0.00
Total expenditure: 122661.82
A full copy of the school’s 2013 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 2013**

**Academic achievements**

**NAPLAN**

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)

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 to access the school data.

**NAPLAN Year 3 - Literacy**

<table>
<thead>
<tr>
<th>Test</th>
<th>School Average</th>
<th>SSG Average</th>
<th>State DEC Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Reading</td>
<td>430.1</td>
<td>399.8</td>
<td>418.7</td>
</tr>
<tr>
<td>NAPLAN Spelling</td>
<td>445.2</td>
<td>403.1</td>
<td>418.1</td>
</tr>
<tr>
<td>NAPLAN Grammar and Punctuation</td>
<td>463.6</td>
<td>414.2</td>
<td>430.3</td>
</tr>
<tr>
<td>NAPLAN Writing</td>
<td>431.0</td>
<td>409.2</td>
<td></td>
</tr>
</tbody>
</table>

**NAPLAN Year 5 - Literacy**

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

**NAPLAN Year 5 - Numeracy**

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

**Other achievements**

This year we had more students participate in the University of NSW Competitions. In the Mathematics competition students achieved two participation and one credit. In Spelling we achieved two distinctions and one credit for the Computer competition. In Science students achieved one credit and one participation and in Writing the students gained one distinction and one credit.

**Significant programs and initiatives**

**The Arts**

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.
In Term 3, students performed at the Elliott Centre in Murwillumbah as part of the Small School's Stewart House Concert. 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 performance.

Three students also formed part of the Murwillumbah Community of Schools Indigenous Dance Group. These students performed to a large audience in Murwillumbah high School.

**Transition to Kindergarten Program**

The transition program was extended to eight full days. This enabled 2014 Kindergarten students and their parents to feel comfortable in the school setting. New students were exposed to a variety of key learning areas and learnt school routines.

**Sport**

All students participated in our Tweed Small School Sporting Carnivals (athletics, cross country, ball games. Our school organised the Ball Games carnival with the P&C running the canteen on the day.

Students were also engaged with an extensive coaching program for soccer and Rugby League through the IGA Soccer program and the NRL Rugby League coaching clinics.

A large number of students and staff participated in both the Ride to School and Walk to School Days.

**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**

Multicultural perspectives are covered throughout the year through our COGS units of work.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Annual Review meeting held for parents and community
- Parent surveys
- Staff analysis of student performance data

**School planning 2012—2014: progress in 2013**

**Outcomes from 2012—2014**

**School priority 1**

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.

Evidence of progress towards outcomes in 2013:
• The Student Learning Support Officer underwent professional learning in the MultiLit literacy program. This saw huge improvements in reading levels for targeted students.

• 60% of Kindergarten students reached Reading Recovery level 5, 75% of Year 1 students reached level 20 or above and 86% of Year 2 reached Reading Recovery level 20 or above.

• All students continue 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 Spelling, Grammar & Punctuation and Writing.

• The school’s average score in all Year 3 NAPLAN literacy assessments were above SSG and State DEC results.

School priority 2
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.

Evidence of progress towards outcomes in 2013:
• 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.

School priority 3
Stronger and more effective partnerships will be formed between the school and the wider community to support and enhance student achievement.

Evidence of progress towards outcomes in 2013:
Our achievements include:
• One student was selected to form part of a combined Small Schools Choir that performed at the Sydney Opera House.

• A greater number of students self-nominated to participate in the University of NSW competitions in Spelling, Mathematics, Computing and Science and Writing.

• All students participated in the Premier’s Reading Challenge and Sporting Challenge.

• 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 the performing arts.

• Many visits from a variety of groups enriched the learning experiences of our students. These include Tweed Area Health, the SES, the Science Discovery Show, Story Dogs, the Responsible Pet Program, NED Show and the Peace Run.

• Our senior students participated in the Aspire Career Education Day and a Griffith University visit.
• Our partnerships with Murwillumbah High School saw students engaged in Science Days for K-2, Yr3-4 and Years 5-6.

• A local ABC Open producer provided expertise to our senior students in their development of a Video Postcard.

Professional learning
In 2013, the total funding spent on Professional Learning was $4727.26. This funding provided professional learning for teachers in the use of ICT, literacy, career development and quality teaching.

Parent/caregiver, student, and teacher satisfaction
In 2013 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 school is a happy place for my child to be.
- The staff are caring and consider the welfare of my child.

Program evaluation – Personalised Learning Plans
Background
In order to better address students’ strengths and weaknesses and to enhance home and school partnerships it was determined to hold Personalised Learning Plan meetings for every student K-6.

Findings and conclusions
100% of parents, students and staff participated in Personalised Learning Plan meetings in Term 1 and Term 3.

100% of parent evaluation forms indicated this was an excellent program and wish to see it continue.

Future directions
Personalized Learning Plan meetings will continue in 2014 in both Term 1 and Term 3.

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
Corrine Happ, 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: