2010 Annual School Report
Tweed Heads South Public School

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

Students
The enrolment at Tweed Heads South Public School in December, 2010 was 205. This was made up of 108 boys and 97 girls. 40 children were enrolled in Pre-school. In 2010 there were 9 classes, of which 4 were straight classes, 5 were multi-aged and there were two preschool groupings.

Staff
During 2010 Tweed Heads South Public School had 28 staff employed on a permanent, temporary and casual basis. These included teachers, school learning support officers, administrative staff, an aboriginal education officer, teaching staff, a general assistant and a school counsellor. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The following programs ensured that learning was relevant and increased the emphasis on skills in Literacy and Numeracy and how to learn.
- Accelerated Literacy
- Intensive tutoring through Hubbard Street Program – National Partnership
- Reading Recovery
- World Vision Kids’ Hope Mentoring
- School Based Assessment; SENA, Benchmarking, NAPLAN and analysis of data
- Count Me In Too (CMIT)
- Integration of Students with Disabilities and High Learning Needs
- Norta Norta Indigenous Program
- Positive Behaviour Learning
- Gymnastics Term 2
- National Partnership – Reading
- Priority Action Schools (PAS)
- Best Start – Kindergarten
- Camping

Student achievement in 2010

Literacy – NAPLAN Year 3
Literacy was assessed in 4 components, being Reading, Writing, Spelling and Grammar and Punctuation.
There was a significant improvement in the number of students achieving Band 6 in Reading and Grammar and Punctuation compared to the school average over the previous 3 years. Analysis of data indicates that many of the present Year 3 cohort require intensive intervention in most aspects of Literacy, particularly Reading and Spelling.

Numeracy – NAPLAN Year 3
Students were assessed in the strands of Number, Measurement, Space and Geometry, Patterns and Algebra, Data and Working Mathematically and these were amalgamated into an overall Numeracy result.
29 percent of students achieved Band 4 or above. Analysis of data indicates that many of the present Year 3 cohort require intensive intervention in most aspects of Numeracy.

Literacy – NAPLAN Year 5
Year 5 were also assessed in the 4 components that were previously mentioned. Students are placed into achievement bands from 3 (lowest) to 8 (highest).

In all strands of Literacy 58 percent or more students achieved Band 5 or above, with 25 percent achieving Band 6 or above. Numbers achieving Band 7 and 8 (highest) were above the Like School's Group average.

Numeracy – NAPLAN Year 5
Students were assessed in a manner similar to that for Year 3. 67 percent of students achieved Band 5 or above which was an improvement from 2009 of 7 percentage points. The numbers in Bands 6, 7 and 8 were all significantly above the average for Similar Schools Groups and were
markedly above our school’s average for the past 3 years.

Messages

Principal’s message

The 2010 Annual School Report provides an overview of our progress and achievements in meeting the academic, sporting, creative, personal and social needs of our students. 2010 has been a year of further change, growth and innovation. As a school that receives Priority Action Schools (PAS) funding we were able to have Mr Foran class free to provide professional learning, mentoring and support for staff and parents to help to enhance student learning. Every classroom now has an interactive whiteboard which allows us to more appropriately cater for the learning styles and needs of students.

Our commitment is to continually improve outcomes for all students. This involves careful analysis of learning outcomes, maximising resources, reviewing teaching and learning programs, ongoing professional learning and evaluating our performance on an individual, group, stage and whole school basis. All of this takes place within the context of a caring, affirmative and supportive environment.

The hall has finally been completed and has already proven itself to be an invaluable resource. The basketball court and additional concrete area has enhanced the playground and provided more play opportunities.

Consistently, these and ongoing initiatives support quality learning and provide an environment in which our children can thrive and develop strengths and talents in a broad selection of areas.

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.

Warren King

P & C message

2010 was a very busy year for our small group of workers. Many fundraising events were organized including Mothers’ and Fathers’ Day stalls, Easter Raffle, Sausage Sizzles throughout the year for sporting and student reward events, organization of Tweed City Shopper dockets and Coles Sport vouchers. Advice of our meetings is always in the School Newsletter and we ask parents to consider becoming involved in order to further enhance our parent partnership with our children’s school.

Mandy Williamson, Secretary

School context

Student information

Student enrolment profile

The decline in enrolments that occurred from 2005 to 2008 has slowed and there now appears to be a steady student population of between 210 and 220.

Tweed Heads South has a significant transient population and a substantial number of students who leave the school move out of our local area making it unviable for them to continue attending Tweed South.

Student attendance profile

A trend of falling attendance has stabilised and attendance rates were similar to that of 2009. Attendance was better than the average for the North Coast Region and differed from a trend of falling attendances across the State.
Overall attendance was affected by a number of students who suffered long term illnesses, were hospitalised for a period, have ongoing medical conditions or who journeyed overseas for extended periods.

Another factor affecting attendance is students who leave the school without notifying the school of their move. Regular bulletins via our school newsletter, website and parent information sessions alerted parents to the importance of regular attendance. The Home School Liaison Officer was enlisted to monitor poor attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KC</td>
<td>K</td>
<td>17</td>
<td>17</td>
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<tr>
<td>KB</td>
<td>K</td>
<td>17</td>
<td>17</td>
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<tr>
<td>1N</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1-2S</td>
<td>1</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>1-2S</td>
<td>2</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>3-4O</td>
<td>3</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>3-4O</td>
<td>4</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>4-5T</td>
<td>4</td>
<td>21</td>
<td>28</td>
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<tr>
<td>4-5T</td>
<td>5</td>
<td>7</td>
<td>28</td>
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<tr>
<td>5-6C</td>
<td>5</td>
<td>19</td>
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<td>5-6C</td>
<td>6</td>
<td>8</td>
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<td>6P</td>
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<tr>
<td>2-3J</td>
<td>3</td>
<td>12</td>
<td>25</td>
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</table>

Kindergarten – 34 Year 1 – 26 Year 2 – 31 Year 3 – 25 Year 4 – 35 Year 5 – 26 Year 6 - 32

Structure of classes

In 2010 there were 4 straight and 5 multi-age classes operating. Classes were unstreamed and staff took into account social groupings and other pertinent information, including some parent consultation when classes were formed.

Tweed Heads South Public School, during 2010, was provided with an allocation of 14,777 teaching positions. Not all of these positions are full time. Included in this are the Principal, 3 Assistant Principals, class teachers, including the teacher of the preschool and one district teacher behaviour. The executive includes the school’s administrative manager. The school also has the services of a school counsellor one day per week.

The school is very well served by school support staff.

Staff information

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

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Staff establishment

The following table indicates the percentage of staff with one or more tertiary qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
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<tr>
<td>Postgraduate</td>
<td>27%</td>
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Financial summary

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

The school financial year commences December 1 and goes until November 30 of the succeeding year.
Income
This is made up of global funding from the Dept of Education and Training, PSP funding and any donations that may come to the school through the P&C or other sources. Some of the funding is classified as tied funds. This means that funds can only be used for the specified allocation. Teacher Professional Learning and disabilities funding falls into this category.

Funds received for excursions, text book sales and donations from our P&C come under the heading School and Community sources.

In 2009 the school also received significant funding under the Priority Action Schools initiative and later in the year we were identified through our NAPLAN results as a school to be supported under the National Partnership program in Literacy – READING and received additional funding.

Expenditure
Training and development covers professional learning for teaching, administrative and support staff. Teachers Professional Learning (TPL) is provided for the development and enhancement of teachers’ skills. These are not the only funds allotted to this function. TPL is a tied grant and is accounted for separately.

With the additional funding of PAS (priority action schools) and money from National Partnerships-Literacy grants, we were also able to provide opportunities for teachers to enhance their skills and for Interactive White Boards (IWB) to be purchased. Extra training was provided and reading tutors employed.

Administrative and office expenditure, includes service agreements, office equipment and GST paid to suppliers.

Trust funds – funds the school receives, but does not have access to spend, e.g Book Club and money raised for charity.

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<th>Date of financial summary:</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2010 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 2010

Achievements

Arts
Far North Coast Dance Festival
22 girls from Year 2-6 performed “The Dance of the Flower Fairies” (a modern lyrical jazz piece) at the Lismore Workers Club. There were matinee and evening performances and the children enjoyed the time between at the park, 10 pin bowling and dinner at McDonalds

Talent Quest
A talent quest was held in the NSW Hall during term 4. The program comprised many entertaining polished, varied items which gave the adjudicators such a difficult task to choose “the best” that they did not award an “Overall Winner”.

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Visual Arts
A continuing vibrant aspect of the curriculum which is embraced by all. To boost the in-school program the children participate in external competitions.

Very talented and competent teachers provide art lessons across the school during RFF times. A wide variety of artistic techniques using many types of media, and examples of works from “the masters” are often used as stimulus for lessons. Visitors to our school are continually delighted by the colourful, varied artworks displayed around the school.

Aboriginal techniques are also a feature of art lessons especially in the weeks prior to NAIDOC week during term 2.

Gifted and Talented days (2) were implemented. Selected students attended this in-school initiative, learning advanced techniques of Water Colour which produced wonderful artworks in an "Under the Sea“ theme.

During Terms 3 & 4 the variety of activities extended to the use of fibres and the students of the older classes learnt embroidery techniques such as cross stitch.

Sport
Tweed Heads South has a long and proud history of involvement in sport. During 2010 many forms of sport were offered at the school. Participation in area, zone and state Primary School Sports Association (PSSA) competitions continued along with participation focused activities including AFL, Stage 2 Fun Days, Sports Taster Days at Tweed River High School and Zumba.

Tweed South participated in 11 of the 18 sports on offer for the PSSA State knockouts with our best success being in Girls' Basketball. Outside agencies provided skills clinics in AFL, Rugby League and Touch.

Conrad Green represented the school, district, zone and State at the Australian Schools Swimming Championships. Conrad was also selected in the North Coast 11years Rugby League team.

Students were recognised throughout the year for participation and fair play.

Other Activities
Public Speaking
This program culminated at a “Performing Arts” Morning where stage finalists delivered very competent, entertaining speeches and the representatives for the District Public Speaking Competition. Very entertaining class items were also performed which included verse speaking, percussion, singing and dance.

The District Competition
Our Three ‘Stage Winners” represented our school at the District Competition all giving very creditable speeches. The Year 5 Student received an “Encouragement” Medal and the Year 1 Student was placed 3rd receiving the “Highly Commended” trophy

• Regular assemblies allowed classes and individual opportunities to perform a variety of creative activities and regular singing of the National Anthem and School Song.
• The Annual “Helpers Concert” again entertained our many volunteer school helpers. Class individual and group items were included in the program
• Dance Lessons for Stage 3 students prepared them for the Year 6 Farewell evening
• Weekly “Zumba” Classes inspired many children into active participation

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

**Literacy – NAPLAN Year 3**

- **Percentage of students in bands:**
  - **Year 3 reading**
  - **Year 3 writing**
  - **Year 3 spelling**
  - **Year 3 grammar and punctuation**

**Numeracy – NAPLAN Year 3**

- **Percentage of students in bands:**
  - **Year 3 numeracy**
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)

Literacy – NAPLAN Year 5

**Percentage of students in bands:**
- **Year 5 reading**
  - School average 2008 - 2010
  - SSG average 2010

- **Year 5 writing**
  - School average 2008 - 2010
  - SSG average 2010

- **Year 5 grammar and punctuation**
  - School average 2008 - 2010
  - SSG average 2010

- **Year 5 spelling**
  - School average 2008 - 2010
  - SSG average 2010
Progress from Year 3 to Year 5 was an average of 82.7 points. This was in excess of the progress shown over the previous 2 years and was above the Like Schools’ average and similar to the State average.

Progress from Year 3 to Year 5 was an average of 60.9 points. This was in excess of the progress shown of the previous 2 years and was similar to the Like Schools’ average.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>68</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>64</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73</td>
</tr>
<tr>
<td>Writing</td>
<td>81</td>
</tr>
<tr>
<td>Spelling</td>
<td>81</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>73</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program

The school receives additional funds through the Priority Schools Funding Program (PSFP) and it supports the provision of quality programs to ensure equity of learning outcomes for all students. The program continues to be an integral part of the whole school plan with a focus on literacy, numeracy, quality teaching, community and student participation. Some of the initiatives within the program include:

- Professional learning for teachers’ knowledge and skills in the areas of quality teaching and learning practices, literacy and numeracy and assessment.
- Planning, implementation and evaluation of teaching programs in literacy and numeracy were supported.
- Student Learning Support Officers (SLSO) time was provided to assist with the implementation of literacy and numeracy programs.
- Attendance and engagement in literacy and numeracy learning activities particularly those that provided high level literacy and cultural enrichment was supported

As a component of this priority funding, a program known as Reading is RAD is run to help maintain children’s reading levels over the holidays and to assist in engendering an enjoyment in reading. A Reading is RAD kit is provided to children or families who would like one. Those on tutorial reading programs were asked to take part.

One hundred kits were distributed. 85% of the children who took a kit returned the reading diary/journal. Of these, within their stage groupings, the vast majority maintained or increased their reading level during the holidays.

Priority Action School (PAS)

This is funding for schools in low SES areas to assist in providing equity of opportunities for learning. Some funding was available in the first year to purchase interactive whiteboards and to investigate the most appropriate use of ongoing funding. Accelerated Literacy was our chosen program and we were able to provide the time needed for each member of the teaching and support staff to be part of the ongoing training for Accelerated Literacy and the initial planning for same.

Funding increased in 2010 and is being utilized to provide an in-class facilitator to better assist teachers to execute Accelerated Literacy and the new protocols and procedures that accompany this program.

The funding also provided some time for the services of a speech therapist who more ably assisted teachers to cater for an increasing number of children who arrive at school with poor speech patterns or pronunciation. The speech therapist assisted students, teachers and parents to provide help for these children.

The funding for this is to run over four years with 2009 the first year

National Partnership – Reading

In term 3 2009 we were notified that we had become a part of the Federal govt’s National Partnership. This process was aimed at schools where students had not reached the minimum levels in the NAPLAN testing.
Our main concern from the data was that Literacy needed to be our major focus. Money was provided to plan, analyse and develop processes whereby students individually and collectively would be strengthened in Reading proficiency. A whole school approach was adopted with Accelerated Literacy as the catalyst for improvement and the Hubbard Street approach identified for individual needs. Both these approaches commenced in Term 4.

To facilitate the individual programs, recently retired teachers were hired as tutors, providing half an hour tuition per day for four days each week. Individual assessments were completed prior to the program commencing so that entry data was available from which to gauge progress.

Accelerated Literacy was introduced to four teachers to begin the process with in-class support from the district Literacy Consultant.

It wasn’t long before all teachers had begun training. From the financial allocation 4 interactive whiteboards were ordered. Due to numerous external delays the interactive white boards did not arrive until late term 1, 2010.

Parents were informed of these programs and reports for those on the tutor program have been sent home to keep parents up to date with the progress of their children. Where necessary interviews have been held. The Hubbard Street system has been proving very effective and students on the program are generally increasing their reading comprehension and fluency levels at an above average rate.

With the current funding this program will continue to run into Term2, 2011.

There may be additional funding in the latter part of 2010 to reflect, review and revise the programs to ensure maximum benefit.

Aboriginal education

There are indigenous students from Aboriginal and Torres Strait Islander heritage enrolled from families.

- As a proven strategy to improve Literacy outcomes staff undertook extensive professional development in Accelerated Literacy. This program is now being implemented in all classrooms with ongoing professional support being provided for teachers.
- Norta Norta tutors and learning support officers were employed from the local community to support literacy and numeracy and provide positive role models.
- Acknowledgement of country is delivered at weekly assemblies and formal events. Where possible a local Elder is invited to Welcome All at major ceremonies.

Multicultural education

Multicultural perspectives were linked to programmed units of work where possible and aspects of multiculturalism were treated as they occur incidentally. Senior students researched multicultural Australia and it’s identity. Diversity of cultures was celebrated during Book Week, Harmony Day and Multicultural Day.

Respect and responsibility

The Positive Behaviour for Learning (PBL) program provides children with continuous and responsive explicit teaching of social skills and values. Respect is the umbrella under which all of this hangs and assists in galvanising the individuals into a collective.

As a contributor to the World Vision program the Tweed Heads South school community assists a child in Africa. The whole school community provides support by raising money and some classes do this on a daily basis with contributions from change.

National partnership programs

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With the current funding this program will continue to run into Term 2, 2010.

Connected learning
The Interactive Whiteboards that are in each classroom has opened up more learning opportunities for children. There is also a connected classroom with video conferencing capability. The latter was only installed near the end of 2010.

Progress on 2010 targets
Target 1  Literacy
All targets are stated under three headings of student performance, teacher quality and parent involvement.

Student Performance

- 10% increase in NAPLAN Years 3 and 5.

Strategies to achieve this target:

- Identification and clustering of top 10% students in school population.
- Recognise and reward excellence in all English strands
- Encourage increased participation in external competitions
- Provision of high quality in class and home reading resources
- Incorporating quality IWB resources in literacy sessions

Teacher Quality

- Incorporating Quality Teaching (QT) framework into literacy lesson planning
- Targeting band one and two students with weekly in-class literacy support
- Improved diagnostic assessment of literacy learning K-4
- Incorporating reciprocal reading into weekly literacy program to support Stage 3 students
- Continued implementation of Accelerated Literacy

Strategies to achieve this target:

- Program and lesson plan observation and lesson study
- QT assessment tasks developed and critiqued using Consistent Teacher Judgement and rubrics
- Participation in Best Start and NAPLAN writing assessment training
- Professional learning:
  * Best Start
  * Boys Literacy Network
  * Collaborative planning and sharing of IWB resources to increase student engagement

Parent Involvement

- Increase in number of parents supporting in class reading programs

Strategies to achieve this target:
• Parent workshop to support early literacy learners, particularly home reading

Our success will be measured by:

• Increased proportion of students achieving in the higher bands in literacy, language conventions and writing
• Increased proportion of students meeting or exceeding criterion of minimum growth in Years 3 to 5 of 60 scale points.
• Teacher engagement in professional learning and improved student performance.

**Target 2  Numeracy**

Our targets are stated under three headings of student performance, teacher quality and parent involvement.

**Student Performance**

• +1 growth in number, patterns and algebra for Year 5 students.
• Increased growth in early Arithmetic strategies K-3.
• 10% increase in NAPLAN Years 3 and 5.

Strategies to achieve this target:

• Identification and clustering of top 10% students in school population.
• Recognise and reward excellence in Mathematics.
• Encourage increased participation in external competitions.
• Fortnightly maths program to be utilised maximising time for Mathematics with a focus on number, patterns and algebra.

**Teacher Quality**

• Continue with Fortnightly program model including working with mathematical processes and the 3 dimensions of the Quality Teaching Framework into lesson planning.
• Improved diagnostic assessment of Numeracy learning K-6.

Strategies to achieve this target:

• Program and lesson plan observation
• QT assessment tasks developed and critiqued using Consistent Teacher Judgement and rubrics.

**Parent Involvement**

• Participation in CMIT (K-4) and Counting On (5&6).
• Professional learning:
  • BEST START
  • Count Me In Too
  • Counting On
  • Working mathematically
  • Collaborative planning using fortnightly model and QT resources.

Our success will be measured by:

• Increased proportion of students achieving in the higher bands in numeracy and number, patterns and algebra.
• Increased proportion of students meeting or exceeding criterion of minimum growth from Year 3 to 5 of 80 scale points.
• Increasing proportion of students meeting or achieving school SENA targets.
• Teacher engagement in professional learning and improved student performance.
• Increased number of parents attending workshops and Maths open days.
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 2010 our school carried out evaluations of learning and literacy.

Educational and management practice

Learning

Background
Since the late 1990s there has been a trend to falling enrolments at THSPS. Even though the availability of low cost accommodation in the Tweed South community has dwindled, our parent community would still fit the criteria of Low SES. Other contributing factors are that parents are choosing to enroll their children closer to workplaces outside of the THSPS zone or at private schools. Generally, our student attendance continues to be better than the average for the North Coast Region. Attendance remains a problem, though, in that a number of students suffered long term illness and much of our school population is transient. Children entering Kindergarten are now tested under the Best Start program to give the school an idea of student ability. Literacy and Numeracy ability of students is covered in other areas of this report.

Findings and conclusions

Best Start testing has shown that a large proportion of students entering Kindergarten have poor foundations in literacy, reading, writing, talking and listening. They also have poor foundation in numeracy although they achieved better in numeracy than literacy.

Aboriginal students at school performed well above the state level compared to other aboriginal students in both Year 3 and Year 5 in both Literacy and Numeracy.

In student engagement surveys given to students and parents, quality of school life, relevance of schooling and student satisfaction and self worth were answered most positively. Pride and being excited about school work rated lower. Parents are generally satisfied with the academic progress of their children but they remain concerned about safety in the playground and bullying. They are happy with school communication but would like more forward planning. They are happy with the care given to their children.

Future directions

Explicit quality literacy teaching is needed in K-2 classrooms with Guided Reading groups happening on a daily basis. Accelerated Literacy is to be adopted from Years 1-6. Focus on intensive reading strategies is required to create a secure foundation for future Literacy learning. Numeracy sessions that draw upon prior knowledge, explicitly teach a skill, provide opportunity to practice that skill and allow for student feedback and discussion around learning need to be planned in consultation with the school’s scope and sequence. Teachers have requested more in-class support to improve teacher confidence in utilizing technology as a tool within quality teaching.

Per parent surveys, parental expectation for students to fully extend and challenge themselves is not always seen as a high priority issue. With this in mind the school needs to promote Parent Education sessions to support them in assisting their children at home with numeracy and literacy, in interpreting their children’s progress from data and reports and to assist them in dealing with disabilities and/or behavior issues.

To support children’s learning exposure to the richness of life’s prospects through career opportunities is essential to broaden understanding of possibilities. Career expo or similar is essential to broaden children’s understanding of the world around them.

Curriculum

Literacy

Background
Surveys and assessments were conducted with parents, students and teachers over a set of broad concerns in Literacy.

Research indicated that children from Low SES background, in the main, have a smaller beginning vocabulary than other children. Best Start in Kindergarten and other assessments for the remaining grades were administered to measure word knowledge. The results from this and their impact upon other strands of literacy are recorded below.

Findings and conclusions
Analysis of data gained through surveys and school assessment from Best Start, NAPLAN and school based tests indicated a significant deficit in reading texts and aspects of writing.
The school embraced a program called Accelerated Literacy which focuses on knowing about text and developing the ability to write as well as gaining an understanding of the author's intent. Grammar/punctuation and Writing showed as the areas most in need of significant whole school development. Language to some was a mystery, if not magical. We must sustain Accelerated Literacy so that AL strategies are embedded in all classroom programs. Students do not seem to connect what is being taught in English to other KLAs.

**Future directions**
- Employment of a Highly Accomplished Teacher (HAT)
- Continued focus on improving student literacy outcomes in 2011 with detailed and systematic approach to Quality Teaching.
- Stage teams to meet each term to coordinate planning, assessment and to compile data for evaluation.
- Further embedding Quality Teaching Framework, Information and Communication Technology to improve learning.
- Increase parent capabilities and partnerships
- Conduct an audit of classroom practice across all literacy aspects and plot implications for students.
- Whole school Scope and Sequence.

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
- Parents are generally satisfied with the academic progress of their students at school. Concerns were raised regarding the playground and physical safety of their children including bullying.
- Parents were generally happy with communication from school but would appreciate greater forward planning and notification of upcoming events, current system is not completely effective for them.
- Parents felt that there had been improvement in follow up communication to issues raised either by the school or parents.
- Parents are happy with the care given to their children.
- Quality of School Life Surveys showed agreement with all 40 survey items. Item agreement ranged from 65% for ‘I like to do extra work’ to 97% for ‘I can learn what I need to know.’
- Items related to relevance of schooling were answered most positively with 90% to 97% agreeing with the item statements.
- Items related to Student satisfaction and self worth were answered positively with 86% to 94% agreeing with the item statements.
- Items related to pride and about being excited about school work rated lowest with only 65% to 74% agreeing with item statements.
- Feedback from teachers indicates a request for in-class support to improve teacher confidence in utilising technology as a tool within quality teaching.
- The staff are approachable and committed in providing quality programs and a range of extracurricular opportunities for the students.

**Professional learning**
Professional learning is an essential aspect of teacher quality and increased student outcomes. In 2011, $14702 was provided for professional
learning. This was supplemented by national partnership initiatives and by priority schools funding. Teacher Professional Development undertaken included:

- All staff participated in mandatory training: child protection update, emergency care and CPR training was provided for all teaching and support staff.
- Two teachers attended Best Start training
- The average expenditure per teacher on professional learning in 2010 was approximately $875. Funds also supported technology development.
- Other courses attended included Accelerated Literacy, Positive Behaviour for Learning, CMIT, Guide by the side, New Scheme Teacher program, Quality Teaching across curriculum areas, Welfare, IT to increase student outcomes especially interactive whiteboards and connected classroom, Drug Education, Brain Gym, Teaching children with autism, leadership, Moving and Improving our TLC schools, Guided reading, Balanced Literacy program and Early Childhood.

School development 2009 – 2011

The school’s strategic directions are aimed at providing quality learning in a safe, caring and supportive environment that promises excellence and lifelong learning.

Targets for 2011

The targets set by Tweed Heads South derived from the priority areas of Literacy, Numeracy, Student Engagement and Retention, Aboriginal Education and Training, Teacher Quality and Connected Learning. The priority areas are those indicated by the Office of Schools and the North Coast Region.

Target 1

- 75% of Yr3 and 80% of Yr5 students achieving above minimum standard in NAPLAN reading
- 20% of Yr3 and 15% of Yr5 students achieving in the highest two bands in NAPLAN reading
- 65% of students achieving or exceeding minimum expected growth for NAPLAN reading
- 90% of Yr3 and Yr5 students achieving above the minimum standard in NAPLAN writing
- 45% of Yr3 and 40% of Yr5 students in top 3 bands of NAPLAN writing
- 40% of students achieving or exceeding minimum expected growth for NAPLAN writing.

Strategies

- Implementation of whole school scope and sequence for Reading, Writing, Spelling, Grammar and Punctuation.
- Promote and reward outstanding writing
- Implement North Coast Spelling strategy
- Data analysis to identify focus areas and inform teaching practice
- Criteria based assessment for writing and other areas of literacy
- School Literacy facilitator role
- Accelerated Literacy / Individual intervention
- Lesson study model
- Paraprofessional support in classrooms
- Across school visits

Our success will be measured by:-

- Writing published on website weekly
- North Coast spelling and the teaching of grammar and punctuation in all class programs
- Sequential lessons linked to scope and sequence

Target 2

Improved Numeracy Outcomes for All Students

- 80% of Yr3 students and 90% of Yr5 students achieving above minimum standard in NAPLAN numeracy
- 15% of Yr3 students and 18% of Yr5 students achieving in the 2 highest bands of NAPLAN numeracy
- 65% of students achieving or exceeding minimum expected growth in numeracy

Strategies

- Continued participation in Count Me In Too
- Resource development and audit – tracking of resources via register
- Scope and Sequence embedded in all Teaching and Learning programs
- Data analysis used to inform teaching and learning
• Quality teacher elements embedded in all teaching / learning programs
• Technology used to support student learning

Our success will be measured by:-

• Increased proportion of students in the highest bands of numeracy
• Stage 2 teachers trained in Count Me In Too
• Increased proportion of students achieving above the minimum growth from Year 3 to Year 5
• Student surveys indicate increased satisfaction with learning, content and skills transfer to other KLA’s

Target 3

Improved Levels of Student Engagement

• Student attendance at 92.2 % or better
• Decrease in number of student misbehavior incidents by 22%
• Student misbehavior referrals at <= 2.5 per day
• 90% of students receiving above minimum level rewards for PBL

Strategies

• Provision of consistent and regular incentives for acceptable attendance
• Entrenchment of Positive Behaviour for Learning Program across school
• Explicit teaching of Social Skills
• Employment of Speech Pathologist and Paraprofessionals to assist in development of Learning Assistance Programs
• Regular feedback to parents

Our success will be measured by:-

• Fewer unexplained absences
• Decrease in issue of LEP cards
• Increase in number of students never receiving an LEP card
• Student / parent surveys indicate increased satisfaction with on task behaviour.

Target 4

Strengthen Teacher Capacity to Improve Student Learning Outcomes

Enhance School Leadership Capacity for School Improvement

• 100% of class teachers and support staff trained in the use of SMART board, video conferencing
• QT framework used to code lessons by peers once per term
• Evidence of QT framework being used in 100% of Teacher Programs
• Formal assessment and data collection timeline in place and used
• 100% of staff have Professional Plans in place

Strategies

• Expression of interest circulated to create database of expertise across Tweed Learning Community
• Training in data analysis
• Leadership teams formed for welfare and future directions
• Mentors to provide in class support to targeted staff

Our Success will be measured by:-

• Structured in-school leadership strategies established
• Student learning driven by student learning achievement data
• School leaders utilising Twee Learning Community and networks to assist Professional Learning

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.

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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: http://www.schools.nsw.edu.au/asr