**Our school at a glance**

**Students**

Our enrolment at the end of 2011 was 459 students comprising 217 boys and 242 girls. 95.0% of students attended school on average each school day.

In 2011 we had 18 classes. Average class sizes were:

- Kindergarten: 19.0
- Year 1: 24.0
- Year 2: 25.0
- Year 3: 29.0
- Year 4: 29.0
- Year 5: 29.0
- Year 6: 31.0

(Details are provided on page 3)

**Staff**

Tuggerah Public School had 26.448 members of staff in 2011. This included 5 executive members, 17.86 classroom teachers and 3 School Administrative Support Staff (SASS) (Details on page 3)

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

**Significant programs and initiatives**

The school ran a number of programs and initiatives to provide extra support and opportunities to students. These included:

- Hosting the 4th annual Central Coast Primary Students’ Leadership Forum at the Wyong Council building Function Room. 180 students from 28 schools participated;

- Increasing the options for students in the creative arts with the formation of a boys dance group and greater opportunities for existing groups to perform in the wider community;

- Supporting teachers from other schools as a Best Start Lighthouse School in the areas of guided writing and guided reading.

**Student achievement in 2011**

**Literacy – NAPLAN Year 3**

Year 3 overall literacy results showed that the number of students in the top two bands continues to be below the state average and will therefore be an area for investigation.

The percentage of our students in the lowest skill bands in all areas of literacy was lower than the state average. Girls scored higher than boys.

**Numeracy – NAPLAN Year 3**

Year 3 numeracy results show that 61% of our students were in the top three skill bands compared to 65% of the state. There was no significant difference between girls’ scores and boys’.

**Literacy – NAPLAN Year 5**

Our Year 5 literacy results show greater strength in spelling and writing than reading and grammar & punctuation. Boys and girls scored similarly.

**Numeracy – NAPLAN Year 5**

Year 5 numeracy results show that 60% of our students were in the top three skill bands compared to 58% of the state. Girls scored marginally higher than boys.

**Messages**

**Principal’s message**

It gives me great pleasure to present the 2011 Annual School Report for Tuggerah Public School.

I commend the students of Tuggerah Public School for their high standard of effort and achievement in 2011 as well as their exemplary behaviour.

I acknowledge and thank the staff for their outstanding commitment, dedication and hard work throughout 2011.

I thank the parents and the wider community for the high level of participation and support that we enjoy and appreciate.

This Annual School Report is an overview of the school’s achievements, programs and activities for 2011. It describes the progress and success of students and the school, brought about by the commitment and dedication of the staff,
enhanced by the participation and support of parents and the wider community.

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.

Evan Campbell

P & C message

The Parents and Citizens Association meets on the second Monday of the month during school terms. Its main objectives are:

- To promote the interests of the school and students both within the school and in the broader community;
- To provide resources and equipment, particularly where the learning of the students can be enhanced by making opportunities available opportunities that otherwise would not be;
- To encourage parent and community participation in education issues so that parents and the broader community can help shape the future of their children as citizens.

In 2011, a total of $41,000 was raised by the P&C, which was used for classroom resources, interactive whiteboards and a fantastic set of new playground equipment.

We are very proud that our canteen offers delicious food every school day and our Canteen Coordinator, Melissa Laver has done an amazing job again in 2011. Her hard work and dedication and the fantastic team of volunteers have enabled the canteen to contribute $5000 to the P&C. The Canteen was awarded a Central Coast Healthy School Canteen Award by the North Sydney/Central Coast Area Health Service again in 2011.

The School Uniform Shop is run by volunteers and through the hard work of Vanessa Pickles and Nicole Jones the uniforms offered for sale are of outstanding quality at competitive prices. In 2011 the Uniform Shop contributed more than $2000 to the P&C.

The Fundraising Team led by Belinda Paul worked tirelessly to raise a staggering $31,000 for the school. There were many activities including raffles, Bunnings BBQ’s, Mothers and Father’s Day stalls, a chocolate drive, a spellathon and entertainment books. This was an outstanding achievement and we are grateful to everyone who helped make this a success.

It is through the support of all the families and the broader school community that the Tuggerah Public School P&C is so successful and, most importantly, it is the students who benefit most from the combined effort. This makes for a happy and rewarding learning environment at Tuggerah Public School.

Triscia von Pralitz, P&C President

Student representative’s message

2011 was another busy year for the students at Tuggerah Public School. Many students have represented their school in lots of ways including zone and regional swimming, cross-country and athletics, knockout sports teams, debating, dance, music etc. Once again, our girls softball team were the Central Coast champions in the PSSA competition.

The Student Council became a Student Parliament in 2011 and met each week to discuss ways of improving the school. The Captains and Ministers helped run the Central Coast Primary Schools Leadership Forum.

As we move forward to high school, we wish the incoming Year 6 students all the best. We hope you will continue to keep the spirit of the school alive and at all times honour the school’s good name.

Brayden Whitmore and Brooke Pye

School context

Tuggerah Public School was established in 1892 and has a long and rich heritage. For almost 100 years it was a small “bush” school with just one or two teachers. The development of the Woodbury Park and Mardi housing estates in the 1990’s resulted in rapid growth in enrolments and necessitated the construction of new facilities in 2000. At the end of 2011, the school had 16 permanent classrooms and 2 demountable classrooms, a library, hall, canteen and administration building. The “Heritage Building” is used for a technology room and for a Before and After School facility.
Student information

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

Student enrolment profile

Student numbers increased in 2011 due to a large Kindergarten enrolment and more land being released for building in the Woodbury Park housing estate.

<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>197</td>
<td>207</td>
<td>218</td>
<td>207</td>
<td>218</td>
</tr>
<tr>
<td>Female</td>
<td>208</td>
<td>213</td>
<td>215</td>
<td>225</td>
<td>237</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates remained stable in 2011 and were marginally above regional averages.

Management of non-attendance

Non-attendance is handled in the first instance by the class teacher and school executive working with the family. In the rare case that this is unsuccessful, district support through the Home School Liaison Officer is utilised.

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.

The following table shows our class sizes as reported at the 2011 class size audit.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1P</td>
<td>K</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>KBLUE</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KGREEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KRED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KYELLOW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>K/1P</td>
<td>1</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2/3P</td>
<td>2</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>2BL</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3P</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3MC</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4A</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6TS</td>
<td>5</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5STK</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6TS</td>
<td>6</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

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

The school had 21,856 teaching positions in 2011.

The teaching staff was well supported by a Senior Administration Manager, 1,622 Administration Officers and General Assistants for 3.5 days per week. The K-6 staff was also supported by five part-time Learning Support Officers.
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15.556</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.6</td>
</tr>
<tr>
<td>Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.332</td>
</tr>
<tr>
<td>Total</td>
<td>26.448</td>
</tr>
</tbody>
</table>

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

4% of the school staff is Indigenous.

**Teacher qualifications**

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

The teaching staff has obtained qualifications in early childhood and primary teaching, educational studies, special education, educational administration and school management.

<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>22</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>193691.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>227892.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>101542.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>184476.97</td>
</tr>
<tr>
<td>Interest</td>
<td>12555.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>62600.81</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>782759.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>65603.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>60520.06</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>44334.30</td>
</tr>
<tr>
<td>Library</td>
<td>5586.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92598.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>75822.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>61070.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24601.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11086.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>62647.92</td>
</tr>
<tr>
<td>Capital programs</td>
<td>33660.17</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>537530.90</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>245229.09</td>
</tr>
</tbody>
</table>

The canteen is operated by the Parents and Citizens Association and so does not form part of the school's financial summary.

Training and Development (Professional Learning) expenditure forms a part of tied funds.

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
Music, drama, dance and visual arts learning activities were enjoyed by all classes K-6 in 2011. Students who wished to pursue these activities at a higher level were given the opportunity to participate in the bands, choir, dance groups and Art Club. Music and dance performances were enjoyed at school assemblies and functions as well as in the local community.

- In 2011, we once again employed the services of a specialised dance teacher for Terms 1 & 2. Every child, K-6, was given the opportunity to participate in a variety of dance styles;
- The Senior Dance Group performed the evocative “www.virus.com” to great acclaim at the Laycock St Theatre as part of the Central Coast Dance Festival. This group was invited to perform at the Central Coast Showcase.
- A Boys Dance Group was created and they performed a powerful dance called “Uprising” at the Central Coast Dance Festival;
- Our choir built in strength and performed at a number of functions and venues;
- The School Band completed its fourth year with 20 students learning a variety of instruments;
- “The Ukulaliens” developed further in 2011 with 25 children learning to play the ukulele. They played at a number of venues including a Christmas concert at the Berkeley Vale Aged Care Facility;
- Tuggerah Public School joined with the other schools in our Local Management Group to hold the fourth annual Performing Arts Showcase at Wyong High School in August. Our Concert Band, Junior and Senior Choirs and the Ukulaliens all contributed to this entertaining evening.

Sport
Students continued to enjoy the wide variety of sports and sporting programs that were offered K-6. Tuggerah Public School had some great highlights in sport in the course of the year and students developed many new skills along the way.

- We had a strong involvement in knockout competitions at a PSSA level with teams participating in softball, netball, soccer, touch football and basketball. Special mention must go to our most successful sporting team, girls softball, who triumphed as Central Coast champions and placed 8th overall in NSW. Overall the most pleasing thing was the high level of sportsmanship and respect our students displayed towards their opponents. Tuggerah Public School acknowledges and appreciates the ongoing support of parents and the school community in volunteering time to coach and transport sporting teams.
- Tuggerah students were well represented in 2011 at both zone and regional level in cross country, athletics and swimming. A number of school records were broken and many children achieved their own personal best times in many events. In 2011 we had record numbers of students progressing through to zone level in both swimming and athletics.
- In 2011 we ran a unique and diverse school sport program that consisted of K-6 intensive fundamental movement skill development, gross motor skills (K-2), dance (K-6), out-of-school sport program (3-6), the Sports in Schools initiative (K-6) and the learn to swim course offered by Mingara Aquatic Centre (K-2).
- In 2011 Tuggerah PS was successful in receiving funding as a result of participating in the Premier’s Sporting Challenge. This funding was used to purchase sporting equipment aimed at improving student fundamental movement skills. The P&C also contributed funding for the construction of a purpose-built sports storage facility. Construction commenced late in 2011 with completion expected in Semester 1, 2012.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

Our Year 3 NAPLAN literacy results were somewhat disappointing in comparison to the successes of previous years with fewer children placed in the top bands than the state average in reading as well as grammar and punctuation. In writing, 60.3% of our Year 3 students were in the top two bands compared with 56.5% of the state.

**Numeracy – NAPLAN Year 3**

Year 3 numeracy results show that 61.4% of our students were in the top three bands compared to 62.1% of the state. Of particular concern is the less than school average and state percentage of students in the top two bands.

**Literacy – NAPLAN Year 5**

In reading, 68.6% of our Year 5 students were in the top three bands compared to 51.7% of the state. In writing, 26.8% of our students were placed in the top two bands compared to 24.1% of the state.

---

Early Stage 1 Concert – Pirate Adventure
Numeracy – NAPLAN Year 5

Year 5 numeracy results show that, while we had fewer children than the state average in the lowest skill bands, we also had fewer in the highest bands.

Progress in literacy

Growth shown by our Year 5 students in all aspects of literacy was pleasing being above state and Similar School Group (SSG) averages.
Progress in numeracy

Growth in numeracy for Year 5 students remains slightly below state and SSG averages.

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>

Significant programs and initiatives

Aboriginal education

In 2011 the school’s Aboriginal student enrolment was 5%. Tuggerah Public School continues to provide support for Aboriginal students as well as presenting programs designed to educate all students about Aboriginal history and culture as well as contemporary Aboriginal Australia.

- Our relationship with the Wyong Aboriginal Education Consultative Group (AECG) was strengthened with Tuggerah PS being represented at many meetings;
- The school maintained and developed personalised learning plans for all Aboriginal students to promote improved literacy and numeracy acquisition;
- Plans were started for the creation of a ‘bush tucker’ garden in the school grounds;
- An ‘Acknowledgement of Country’ begins all formal school gatherings and the Aboriginal flag is flown regularly;
- Aboriginal culture was celebrated on significant days through the year.

Planting the vegetable garden – Environmental Group
Multicultural education

The school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society.

- In senior years the focus is on how people from different backgrounds have influenced our national identity and contributed to our multicultural society;
- Part of the release from face-to-face teaching program involves some classes learning basic French;
- The school continued to receive support through the provision of an English as a Second Language (ESL) teacher for one day each week. Twenty targeted students were withdrawn from their classes for intensive lessons each week;
- In Term 3, students participated in our annual Blue Dragon Day, learning more about Vietnamese culture and raising $3500 for the Blue Dragon Children’s Foundation.

Enhancing learning through technology

Using technology to enhance teaching and learning is a high priority at Tuggerah Public School.

- K-6 students developed technology skills through weekly lessons in the computer lab with a specialist teacher.
- K-6 students regularly used a secure internet browser at school to assist with learning.
- Years 2-6 students regularly used a secure email service at school to communicate with their teachers and other students.
- All teachers used technology to assist with planning, lesson delivery and monitoring student learning.
- Interactive whiteboards have been installed in every classroom and video conferencing facilities are available through a connected classroom.

Progress on 2011 targets

Each year the school has a Management Plan that sets out how we will operate the school to achieve the best outcomes for every child. Each year we agree on improved targets and devise strategies to reach those targets. This section of the report describes progress on targets we set for 2011.

Target 1

Improved student performance in literacy

Strategies to achieve this target included:

- Professional learning focusing on the State Literacy Strategy;
- Purchase of resources to enhance teaching and learning programs;
- Identification of student knowledge and skills through the analysis of a range of school, state and national assessment data.

Our achievements include:

- 79% of K-2 students achieved the regional reading benchmarks.
- Year 3 NAPLAN results showed that 93% of students were at or above the minimum standard for reading, 100% at or above the minimum standard in writing and 98% at or above the minimum standard in spelling. The number of students in the top two bands of the literacy tests was lower than the previous year.
- Year 5 NAPLAN results showed that 100% of students were at or above the minimum standard for reading, writing and spelling. The number of students in the top band in the literacy tests was an improvement on previous years.

Target 2

Improved student performance in numeracy

Strategies to achieve this target included:

- Identification of student knowledge and skills through the analysis of a range of school, state and national assessment data;
- Consolidation of K-6 mathematics program to complement and enhance current programs;
- Further provision of resources to enhance teaching and learning programs.
Our achievements include:

- Year 3 NAPLAN numeracy results showed 93% of students at or above the minimum standard. There were fewer students in the top two bands than the previous year.
- Year 5 NAPLAN numeracy results showed 98% of students at or above the minimum standard. There were fewer students in the top two bands than the previous year.

**Target 3**

*Increased student engagement*

Strategies to achieve this target included:

- Continued development of middle school strategies at a Local Management Group level and in close consultation with Wyong High School;
- Personalised learning plans devised for all Aboriginal students and students not reaching national benchmarks;
- Utilising more ICT, including the provision of interactive whiteboards in every classroom.

Our achievements include:

- By Semester 2 2011, all classrooms had interactive whiteboards installed.
- Year 6 students participated in an innovative “mock high school” program for two weeks with outstanding results.
- A survey of Year 3 to 6 students showed that 95% felt that what they learn at school is important and 80% said that they always did their best at school.

**Target 4**

*Reduction in the school’s energy use*

Strategies to achieve this target include:

- Re-evaluating the TPS School Environmental Management Plan (SEMP);
- Expanding the student group to monitor and improve environmental issues;
- Conducting audits of energy use, water use and waste production.

Our achievements include:

- The student Environmental Group was expanded and undertook several projects including an expansion of recycling.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of school communication and

**Educational and management practice**

**Communication**

In September 2011, each family received a parent survey which comprised of 29 multiple-choice and short-answer questions with an emphasis on levels of communication within the school and between school and home. 135 families returned surveys which represents a 40% response.

**Findings and conclusions**

- 95% of respondents felt that the school always or usually provides clear information about student achievement through the reporting process.
- 97% agreed that the annual school report, newsletter and other information tell them what they need to know about how the school is performing.
- 83% of respondents have accessed the school website and referred to it for new information.
- Only 64% of respondents were aware that teachers are continually upgrading their skills and knowledge through professional learning.

**Future directions**

- The website will continue to be developed and parents encouraged to access it for information.
- Parents will be regularly informed about the professional learning activities undertaken by staff members.

**Curriculum**

**Mathematics**

**Background**
In 2011 the school evaluated mathematics as part of the key learning area evaluations undertaken each year. Since the introduction of Best Start assessment in 2008, our school has implemented the explicit teaching of numeracy across Early Stage 1 (ES1) and Stage 1 (S1). All ES1 and S1 teachers have undertaken professional learning in the implementation of the Best Start assessment and the numeracy continuum.

Following the last school evaluation of mathematics programs (2008), it was decided to introduce Go Maths to support the mathematics program K-6.

Findings and conclusions

Staff indicated that:

- All teachers teach mathematics each day for an hour and a half.
- Teachers use a variety of concrete materials to support students’ understanding of concepts.
- All teachers incorporate a range of teaching and learning activities to cater for the diverse range of abilities within their classroom.
- Further resources are needed to effectively implement explicit teaching of numeracy.
- Staff would benefit from more professional learning in the areas of working mathematically to solve problems and the Numeracy Continuum K-6.
- The current Go Maths program did not cater for all students’ abilities.
- An analysis of NAPLAN data in Year 3 and Year 5 indicated a weakness in the area of problem solving.

Future directions

The following steps will be taken to ensure that the highest quality teaching and learning programs for numeracy are in place:

- Purchase of further resources to support the explicit teaching of numeracy.
- Participation in professional learning to update teachers’ knowledge and skills in the area of Working Mathematically.
- Expand the current use of the Numeracy Continuum to all students K-6.
- Continue to develop a consistent, whole-school approach to teaching numeracy.
- K-2 teachers will participate in the TEN (Targeting Early Numeracy) program.
- The Go Maths program will be replaced by the HCC Maths program K-6.
- A review of the current scope and sequence for mathematics across the school.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents:

- 98% believe that their child’s teacher has a good understanding of individual student learning needs;
- 95% are satisfied with the praise and positive reinforcement through awards etc that their child receives at school;

Students:

- 89% said that they felt safe at school;
- 98% had friends at school;
- 85% agreed that the teachers cared about them.

Staff:

- 100% agreed that the school leaders build relationships based on trust, collegiality and mutual respect.
Professional learning

During 2011, professional learning was aligned to the School Management Plan. School, regional, state and personal priorities were considered and all staff were involved.

Early Stage 1 teachers were trained in the L3 program – Language, learning and literacy. This involved intensive training and assessment data being entered every five weeks on the students’ reading and writing progress.

All staff participated in training on the writing of persuasive texts, CPR, numeracy, problem solving, the six strategies of comprehension and effective use of interactive whiteboards. Depending on the need, staff were trained in Best Start, Peer Support, learning support and NAPLAN test marking (grammar).

- The number of professional learning days was 163 for the year which equates to an average of five days per teacher including school development days;
- The average expenditure per teacher for professional learning: $793;
- Average number of days for support staff: 1.

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: New Syllabus Implementation

Outcomes for 2012–2014

- Teachers have the knowledge and skills to effectively program, teach, assess and report with the new syllabuses.
- All programs, units of work, teaching resources and assessment tasks are consistent with new syllabus requirements.

2012 Targets to achieve this outcome include:

- Staff and community are up to date with developments of draft syllabuses.

Strategies to achieve these targets include:

- Staff and parents introduced to English, Maths, Science and Technology and History drafts through school-based discussions at staff meeting, P&C meetings and the newsletter etc.
- Teachers encouraged to use CLIC website to seek updates and send submissions to DEC’s online survey

School priority 2: Reading Comprehension

Outcomes for 2012–2014

- Every teacher supports and scaffolds learning in reading through modeled, guided and independent experiences.
- Each teacher explicitly teaches comprehension skills based on student needs.

2012 Targets to achieve this outcome include:

- The Best Start learning continuum drives the school’s literacy program.

Strategies to achieve these targets include:

- All ES1 teachers trained in the L3 program
- Home Reading program extended to Years 3 to 6.
- Teacher professional learning focused on improving inferential comprehension outcomes.

Year 6 Excursion to Canberra/Snowy Mountains
School priority 3: Grammar and Punctuation

Outcomes for 2012–2014
- Revised scope and sequence taught consistently across all classes.
- Grammar and punctuation is explicitly taught in writing and reading.

2012 Targets to achieve this outcome include:
- Improved teacher knowledge and skills in the explicit and systematic teaching of grammar and punctuation.

Strategies to achieve these targets include:
- TPL provided by experts on staff and externally.
- Purchase of appropriate resources.
- Development of K-6 scope and sequence.

School priority 4: Working Mathematically

Outcomes for 2012–2014
- Every teacher uses a systematic approach to meet the needs of every student.
- Student achievement levels in mathematics increase.

2012 Targets to achieve this outcome include:
- 92% of Kindergarten, Year 1 and Year 2 students achieve perceptual, figurative and counting on levels respectively.
- The number of Year 3 and 5 students in the top two NAPLAN bands at least matches the state average.

Strategies to achieve these targets include:
- Implement the Targeting Efficient Numeracy (TEN) program in K-2 classes.
- Purchase of appropriate resources.
- TPL provided by experts on staff and externally.

School priority 5: Intellectual Quality

Outcomes for 2012–2014
- Differentiated learning is evident in all teaching programs and assessment tasks.
- Higher order literacy and numeracy skills are identified, taught and assessed across the curriculum.

2012 Targets to achieve this outcome include:
- All teaching programs show evidence of curriculum differentiation.
- Increase in the number of “open-ended” assessment tasks.

Strategies to achieve these targets include:
- Training in NAPLAN writing marking criteria.
- TPL to increase capacity to create differentiated programs.

School priority 6: Transition Programs

Outcomes for 2012–2014
- All Kindergarten children commence school in a positive and enthusiastic way.
- Year 6 students finish their year with a clear knowledge of what to expect at their respective high schools.

2012 Targets to achieve this outcome include:
- Smooth transition from pre-school to Kindergarten and from Year 6 to Year 7.

Strategies to achieve these targets include:
- Development of current Kindystart program to include closer liaison with pre-schools.
- Provision of special days at Wyong High School for Year 4, 5 and 6 students to demystify high school life.
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: