Our school at a glance

Students
Our enrolment at the end of 2012 was 475 students comprising 236 boys and 239 girls. 94.0% of students attended school on average each school day.
In 2012 we had 19 classes. Average class sizes were:
- Kindergarten: 19.5
- Year 1: 21.0
- Year 2: 24.0
- Year 3: 29.0
- Year 4: 29.0
- Year 5: 30.0
- Year 6: 30.0
(Details are provided on page 3)

Staff
Tuggerah Public School had 27,820 members of staff in 2012. This included 5 executive members, 20.6 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 5th annual Central Coast Primary Students’ Leadership Forum at the Wyong Race Club Function Room. 180 students from 28 schools participated;
- Increasing the options for students in the creative arts with the development of the boys dance group and greater opportunities for other performing groups to showcase their skills 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 2012

Literacy – NAPLAN Year 3
Year 3 reading results showed that the number of students in the top two bands is marginally below the state average but represents an improvement on the previous year.

Numeracy – NAPLAN Year 3
Year 3 numeracy results show that 48.5% of our students were in the top two skill bands compared to 38.9% of the state. There was no significant difference between girls’ scores and boys’.

Literacy – NAPLAN Year 5
Year 5 reading results showed that 53.3% of our students were in the top two bands compared to 35.1% of the state. This is a marked improvement on previous years.

Numeracy – NAPLAN Year 5
Year 5 numeracy results show that 41.7% of our students were in the top two skill bands compared to 31.2% of the state, a very pleasing achievement.

Messages

Principal’s message
It gives me great pleasure to present the 2012 Annual School Report for Tuggerah Public School.

I commend the students of Tuggerah Public School for their high standard of effort and achievement in 2012 as well as their exemplary behaviour.

I acknowledge and thank the staff for their outstanding commitment, dedication and hard work throughout 2012.

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 2012. 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 term. Its main objectives are:

- To promote the interests of the school and students, both within the school and the broader community.
- To provide resources and equipment, particularly where the learning of the students can be enhanced by making available opportunities that would otherwise 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 2012 a total of $31,000 was raised by the P&C, which was used for classroom resources, interactive whiteboards, assisting Year 6 in updating the lighting in the hall, and funding for the new Stage 3 Technology Initiative.

We are very proud that our canteen offers healthy delicious food every day of the week and our Canteen Coordinator Melissa Laver has done an amazing job again in 2012. Her hard work and dedication and the fantastic team of volunteers have enabled the canteen to contribute $8000 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 2012.

The School Uniform Shop is run by volunteers and through the hard work of Vanessa Pickles and Nicole Jones (outgoing) as well as Sandra Smith and Megan Speziale (incoming) the uniforms offered for sale are of outstanding quality at competitive prices. In 2011, the Uniform Shop contributed more than $4500 to the P&C.

Fund Raising Initiatives led by Kylie Gilfoyle raised a staggering $21,000 for the school. There were many activities including raffles, Bunnings BBQs, Mothers’ & Fathers’ Day stalls, an Olympicathon and entertainment books to name but a few. This was an outstanding achievement and I would like to thank Kylie and all the volunteers who made each event a success, including all families for their support.

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.

Tricia von Pralitz, P&C President

Student representatives’ message

Being School Captains in 2012 was an honour. The job was fun but also difficult at times. There were a lot of responsibilities like setting up and running assemblies, running the Student Parliament and reporting to Mr Campbell. Working with others in the student leadership team, we also did all the introductions and thanks at the Central Coast Student Leadership Forum.

It will be sad for us to leave the school where we have spent the best seven years of our lives.

We would like to thank all the teachers whose hard work has made 2012 another great year for us and for all the kids at Tuggerah Public School.

Tricia von Pralitz, P&C President

School Leaders
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 2012, the school had 16 permanent classrooms and 3 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 2012 due to a large Kindergarten enrolment and continued building in the Woodbury Park housing estate.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207</td>
<td>218</td>
<td>207</td>
<td>218</td>
<td>236</td>
</tr>
<tr>
<td>Female</td>
<td>213</td>
<td>215</td>
<td>225</td>
<td>237</td>
<td>239</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates remained stable in 2012 and were comparable to regional averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.9</td>
<td>95.7</td>
<td>94.4</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>93.2</td>
<td>94.5</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.2</td>
<td>95.0</td>
<td>92.5</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.1</td>
<td>95.5</td>
<td>94.8</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.4</td>
<td>94.9</td>
<td>95.5</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>94.3</td>
<td>94.5</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.1</td>
<td>94.9</td>
<td>94.3</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>94.6</td>
<td>94.8</td>
<td>94.4</td>
<td>94.0</td>
</tr>
</tbody>
</table>

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.

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 23.238 teaching positions in 2012. The teaching staff was well supported by a Senior Administration Manager, 1.782 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</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16.598</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.84</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.582</td>
</tr>
<tr>
<td>Total</td>
<td>28.220</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, mahouting, 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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$245229.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>228808.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>163029.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>220867.70</td>
</tr>
<tr>
<td>Interest</td>
<td>12104.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>73914.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>943953.77</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>71174.81</td>
</tr>
<tr>
<td>Excursions</td>
<td>60681.63</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>49697.91</td>
</tr>
<tr>
<td>Library</td>
<td>6742.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>163318.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>79115.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58705.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36403.57</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12266.03</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>55310.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>47341.45</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>640757.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>303195.98</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 2012 financial statement is tabled at the annual general meetings of the School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Music, drama, dance and visual arts learning activities were enjoyed by all classes K-6 in 2012. 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 2012, 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 uplifting dance, “The Yellow Effect” to great acclaim at the Laycock St Theatre as part of the Central Coast Dance Festival.
- An Boys Dance Group performed an entertaining dance called “ABC!” 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 fifth year with 20 students learning a variety of instruments;
- “The Ukulaliens” developed further in 2012 with 40 children learning to play the ukulele;
- Tuggerah Public School joined with the other schools in Wyong Community of Schools to hold the fifth annual Performing Arts Showcase at Wyong High School in August. Our Senior and Boys Dance Groups contributed to this entertaining evening. Our Concert Band played as part of a combined band and our Aboriginal students performed in a combined Indigenous dance performance.
- A Drama Club was created in 2012 and proved to be very popular. Students performed skits at major assemblies.
Sport

Throughout 2012, students continued to enjoy the wide variety of sports and sporting programs that were offered. Tuggerah Public School had some great sporting highlights and students developed and enhanced their Fundamental Movement Skills at every opportunity.

- We had strong involvement in knockout competitions at a PSSA level with teams participating in softball, netball, soccer, touch football and basketball. The girls softball team triumphed as Central Coast champions and progressed to the quarter finals of the state competition. The most pleasing aspect of our involvement in inter-school competitions was the high level of sportsmanship and respect our students displayed towards their opponents. We acknowledge and appreciate the ongoing support of parents and the school community in volunteering time to coach and transport teams;

- Our students were well represented at zone and regional carnivals in cross-country, athletics and swimming with a number of school records being broken;

- In 2012, Tuggerah PS continued to update and expand its facilities for sport and active lifestyles. With the financial support of the P&C Association, two significant additions were made in this area: new fixed climbing equipment with state-of-the-art softfall and a purpose built shed to house sporting equipment;

- An Active After School Sport program was offered, providing many children with the opportunity to get involved in a wide variety of sports and activities.

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)
Progress in reading

Average progress in Reading between Year 3 and 5

Progress in numeracy

Average progress in Numeracy between Year 3 and 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.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 the school’s Aboriginal student enrolment was 4%. 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 all meetings. Three staff members have paid their membership for 2013 and will ensure that the school continues to be represented;

[Science Day image]
• The school maintained and developed personalised learning plans for all Aboriginal students to promote improved literacy and numeracy acquisition;
• A yarning circle surrounded by a bush tucker garden was constructed to be used as an outdoor learning resource;
• 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.
• Students from all stages were involved in video conferences called “Cuddie Cuddie – Sharing Traditional Culture Around the World”. This program aims to promote Aboriginal perspectives by enabling Aboriginal elders and students from all over Australia to share their very special stories via video conference, with students also presenting their work on the wiki site. Four of our indigenous students were the hosts for one of the conferences;
• Indigenous students participated in the combined Wyong Community of Schools Aboriginal Dance performance which formed part of the Performing Arts Showcase. The performance to a story about our local area, “Darkinjung”; 
• A segment of the weekly staff communication meeting is now devoted to discussing and promoting Aboriginal culture and perspectives within the school.

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 $4000 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.

• All K-6 classes have enhanced content delivery through use of interactive Smart boards located in each classroom. Teachers are highly proficient at using technology to engage students and deliver meaningful curriculum;
• Students have access to a fully-functioning computer lab where technology skills are taught and developed;
• The Connected Classroom video conferencing facility was utilized by all grades for learning opportunities outside the school environment;
• Students have access to web services and email through the use of their portal. This has provided students with filtered access to the internet and enabled them to hone research and analytical skills;
• Students and staff participated in Cyber Safety programs provided by the Commonwealth Government. Unfortunately the parent program was cancelled due to lack of interest.
• Several classes in 2012 developed and maintained class blogs, opening another line of communication and developing skills in using software.

Blue Dragon Day
Progress on 2012 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 2012.

Target 1: Staff and community are up to date with developments of draft syllabuses.

All staff members participated in professional learning activities relating to the implementation of the new syllabus. Parents were introduced to the concept of the national curriculum and provided with a timeline for its implementation.

Our achievements include:

- Formation of staff teams to support the syllabus implementation;
- Staff members are familiar with the Curriculum and Learning Innovation Centre website;
- Interested parents are up to date with information regarding the national curriculum.

Target 2: The Best Start learning continuum drives the school’s literacy program.

Our achievements include:

- All teachers support and scaffold learning in reading through modeled, guided and independent experiences;
- All teachers explicitly teach comprehension skills based on student needs.

Target 3: Improved teacher knowledge and skills in the explicit and systematic teaching of grammar and punctuation.

Our achievements include:

- In the NAPLAN Grammar and Punctuation test, 48.4% of our Year 5 students were in the top two bands compared to 35.2% of the state. 52.9% of our Year 3 students scored in the top two bands compared to 55.7% of the state.

Target 4a: Working Mathematically: 92% of Kindergarten, Year 1 and Year 2 students achieve perceptual, figurative and counting on levels respectively:

Target 4b: Working Mathematically: The number of Year 3 and 5 students in the top two NAPLAN bands at least matches the state average.

Our achievements include:

- 100% of Kindergarten, 98% of Year 1 and 99% of Year 2 students achieved a minimum of perceptual, figurative and counting on levels respectively.
- In the NAPLAN Numeracy test, 53.3% of our Year 5 students were in the top two bands compared 35.1% of the state. 44.1% of our Year 3 students were in the top two bands compared to 50.2% of the state.

Target 5: All teaching programs show evidence of curriculum differentiation.

Our achievements include:

- Class teaching and learning programs cater for children at all ability levels and contain open-ended assessment tasks;
- Resources for high achievers and GATS students were expanded.

Target 6: Smooth transition from pre-school to Kindergarten and from Year 6 to Year 7.

Our achievements include:

- All 65 Kindergarten children started school in a positive and enthusiastic way;
- All Year 4 students attended an environmental science day at Wyong High School to raise the profile of that school as a viable alternative for high school selection;
- Year 5 students attended a hands-on day at Wyong High where they participated in practical lessons within various faculties for a taste of high school life;
- Year 6 students participated in a mock high school program called “Tuggerah High” which simulated high school life, timetable reading, resource organization and greater responsibility.
School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Positive Behaviour for Learning (PBL) program.

Positive Behaviour for Learning

Background

In 2009, Tuggerah Public School joined with the other schools in the Wyong Community of Schools to use the PBL program as a foundation for behavior management and student welfare in the school. 2009 was a training year for staff and implementation began in 2010. The in-depth evaluation was conducted in consultation with regional personnel to gauge the effectiveness of PBL after 4 years and to set goals for 2013.

Findings and conclusions

- Tuggerah PS is one of two schools on the Central Coast still following the regional guidelines for PBL and still implementing PBL within the regional model;
- Our PBL leader was identified as a resource for regional professional development and supported numerous schools across the Hunter/Central Coast region;
- The number of behaviour referrals from the playground has reduced dramatically from 269 in 2009 to 92 in 2012. Classroom behaviour referrals have reduced similarly;
- School suspension data shows that the number of students suspended during the time of PBL implementation has decreased by 95%;
- Implementation of the ‘Voice Scale’ into every classroom provided consistent framework for monitoring appropriate noise levels in various settings across the school.

Future directions

- Staff development and training on PBL values and principles to provide further consistency for successful implementation of PBL across the school;
- Providing professional development opportunities to enhance staff knowledge of Tier 2 PBL principles and perspectives;
- Further exploring options to embed PBL principles in the local community by involving local sporting organisations and the school bus company to display PBL signage and talk to students about behaviour expectations outside the school;
- Reviewing procedures for data collection and entry using SENTRAL software to document positive and negative behaviours and to track individual students;

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

During year we conducted a survey of randomly selected parents regarding how our school meets their needs and the needs of their children. We have also kept data on a range of meetings and incidental comments made by our school community members.

Overall our parents, students and teachers are very happy with the direction our school is taking, particularly the Positive Behaviour for Learning program with its associated peer support and anti-bullying programs.

Parents and the community report that our communication and customer service is of a very high standard.

Students like the special days we have and believe they are valued both as learners and as people by their teachers.

Our strong reputation throughout the wider community as a quality school that meets the social, emotional and academic needs of our students is very pleasing as we have worked hard to earn and maintain this reputation.
Professional learning
During 2012, professional learning was aligned to the School Management Plan. School, regional, state and personal priorities were considered and all staff completed Training and Development according to their individual needs.

- All staff participated in the training of “Effective Vocabulary Instruction in the K-8 Classroom”, Non-violent Crisis Intervention and “Work place Health and Safety,” and St Johns Ambulance First Aid Course.
- Early Stage 1 and Stage 1 teachers participated and trained in an intensive program called “Targeted Early Numeracy”. This included targeting students who find numeracy a challenge, assessing and entering data, delivering small group frequent focused numeracy sessions and strategically targeting addition and subtraction.
- Staff also completed online training courses in Autism, Behaviour management and Inclusion for learners with speech, language and communication needs.
- The number of professional learning days for the year was 122 which equates to an average of four days per teacher including staff development days. The average expenditure per teacher for professional learning: $316.80.

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.

2013 Targets to achieve this outcome include:
- All staff members are fully prepared for full implementation of the English and Mathematics curriculum from the commencement of the 2014 school year;
- All staff members are familiar with the Science and Technology syllabus;
- Parents and carers are up to date with developments towards curriculum implementation.

Strategies to achieve these targets include:
- Professional learning activities including a dedicated school development day;
- P & C meetings and weekly newsletter used to inform parents.

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.

2013 Targets to achieve this outcome include:
- Improve the number of K-2 students achieving regional reading benchmarks to 94%;
- Improve the number of Year 3 students in the top two NAPLAN reading bands from 46% (3
year average) to 52%;

- Improve the number of Year 5 students in the top two NAPLAN reading bands from 32% (3 year average) to 54%.

**Strategies to achieve these targets include:**
- Professional learning for all teachers in quality courses specifically focused on improving inferential comprehension outcomes;
- Ongoing focus for K-2 on Best Start and L3;
- Increased participation in shared/modelled reading experiences for Stages 2 and 3.

**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.

**2013 Targets to achieve this outcome include:**

- Improve the number of Year 3 students in the top two NAPLAN grammar and punctuation bands from 47% (3 year average) to 50%;
- Improve the number of Year 5 students in the top two NAPLAN grammar and punctuation bands from 44% (3 year average) to 50%.

**Strategies to achieve these targets include:**

- Purchase of resources to complement and enhance teaching and learning programs;
- Implementation of K-6 grammar scope and sequence.

**School priority 4: Working Mathematically**

**Outcomes for 2012–2014**

- At least 95% of Kindergarten, Year 1 and Year 2 students will achieve minimum levels of perceptual, figurative and counting on levels respectively;
- Improve the number of Year 3 students in the top two NAPLAN numeracy bands from 41% (3 year average) to 50%;
- Improve the number of Year 5 students in the top two NAPLAN numeracy bands from 32% (3 year average) to 45%.

**Strategies to achieve these targets include:**

- Purchase of resources to complement and enhance teaching and learning programs;
- Professional learning activities centred on effective use of the numeracy continuum K-6;

**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.

**2013 Targets to achieve this outcome include:**

- All teaching and learning programs show evidence of curriculum differentiation;
- A minimum of 40% of assessment tasks are “open-ended” and allow students to demonstrate skills and knowledge beyond the stage standards.

**Strategies to achieve these targets include:**

- Professional learning for all teachers to increase their capacity to create differentiated programs that meet the diverse needs of students.
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.

2013 Targets to achieve this outcome include:

- Identification of pre-school students who are “at risk” and may require Funding Support or a personalised learning plan
- Effective communication with partner high schools in relation to students’ needs and status.

Strategies to achieve these targets include:

- Closer liaison between school executive and local pre-schools to identify academic, social, behavioural and physical issues;
- Expansion of the “Tuggerah High” year 6 program.

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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