2010 Annual School Report
Tuggerah Public School

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

Students
Our enrolment at the end of 2010 was 432 students comprising 207 boys and 225 girls.
95.0% of students attended school on average each school day.
In 2010 we had 17 classes. Average class sizes were:

- Kindergarten: 20.0
- Year 1: 22.0
- Year 2: 25.0
- Year 3: 29.0
- Year 4: 29.0
- Year 5: 29.0
- Year 6: 28.5

(Details are provided on pages 3 & 4)

Staff
Tuggerah Public School had 25.14 members of staff in 2010. This included 5 executive members, 16.5 classroom teachers and 3 School Administrative Support Staff (SASS) (Details on page 4)
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 3rd annual Central Coast Primary Students’ Leadership Forum at the Wyong Council building Function Room. 170 students from 27 schools participated;
- Increasing the options for students in the creative arts with the formation of a second dance group and greater opportunities for the existing group 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 2010

Literacy – NAPLAN Year 3
Year 3 overall literacy results were satisfactory. The number of students in the top three bands exceeded the state average in all aspects of literacy.

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 in all areas.

Numeracy – NAPLAN Year 3
Year 3 numeracy results show that 66% of our students were in the top three skill bands compared to 60% of the state. Girls scored higher than boys.

Literacy – NAPLAN Year 5
Our Year 5 literacy results were pleasing, showing a marked improvement on previous years. In all aspects of literacy, we had more students in the top three bands than the state average. Boys and girls scored similarly.

Numeracy – NAPLAN Year 5
Year 5 numeracy results show that 68% of our students were in the top three skill bands compared to 57% of the state. This was a pleasing improvement on previous years. Boys scored higher than girls.

Messages

Principal’s message
It gives me great pleasure to present the 2010 Annual School Report for Tuggerah Public School.
I commend the students of Tuggerah Public School for their high standard of effort and achievement in 2010 as well as their exemplary behaviour.
I acknowledge and thank the staff for their outstanding commitment, dedication and hard work throughout 2010.
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 2010. 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
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 2010, a total of $22,026 was raised by the P&C, which was used for classroom resources and interactive whiteboards.

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 2010. 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 2010. Mel Laver received a Highly Commended Award in the NSW Canteen Managers competition and Cassie Parker received the NSW Unpaid Volunteer of the Year Award.

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 2010 the Uniform Shop contributed more than $500 to the P&C.

The Fundraising Committee of Janine Hunter, Jenny Fuller and Kate Lowe worked tirelessly to raise over $16,500 for the school. There were many activities including raffles, Mothers and Fathers Day stalls, McDonald’s fun night, factory outlet shopping trip and a Fun Run. This was an incredible achievement.

The P&C, through the work of Kerrie Close, organised for the Nitbusters program to be implemented at the school. The parent body was represented on merit selection panels for a teaching position and an Assistant Principal position in 2010.

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

2010 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. Our Senior Dance Group even danced in Sydney at the State Dance Festival.

The Student Council met each week to discuss ways of improving the school and the captains and prefects 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.

Brittney Dawson & Aaron Heaven, Captains

### 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 2010, the school had 16 permanent classrooms and 1 demountable classroom, 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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207</td>
<td>197</td>
<td>207</td>
<td>218</td>
<td>207</td>
</tr>
<tr>
<td>Female</td>
<td>210</td>
<td>208</td>
<td>213</td>
<td>215</td>
<td>225</td>
</tr>
</tbody>
</table>
Student 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 20,434 teaching positions in 2010. The teaching staff was well supported by a Senior Administration Manager, 1,622 Administration Officers and General Assistants for 3.5 days per week.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14,414</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</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>25,066</td>
</tr>
</tbody>
</table>

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.

| Date of financial summary: 30/11/2010 |
| Income | $ |
| Balance brought forward | 163134.66 |
| Global funds | 206441.52 |
| Tied funds | 50925.37 |
| School & community sources | 165929.67 |
| Interest | 10045.51 |
| Trust receipts | 55387.15 |
| Canteen | 0.00 |
| Total income | 651863.88 |

| Expenditure |
| Teaching & learning |
| Key learning areas | 63808.94 |
| Excursions | 57333.70 |
| Extracurricular dissections | 32411.26 |
| Library | 5846.59 |
| Training & development | 0.00 |
| Tied funds | 70884.19 |
| Casual relief teachers | 62444.69 |
| Administration & office | 51306.59 |
| School-operated canteen | 0.00 |
| Utilities | 29754.44 |
| Maintenance | 12760.04 |
| Trust accounts | 49962.06 |
| Capital programs | 21660.00 |
| Total expenditure | 458172.50 |
| Balance carried forward | 193691.38 |

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. Refer to page 11.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Music, drama, dance and visual arts learning activities were enjoyed by all classes K-6. 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 2010, 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 Mumbai Markets” 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 and from that became the only Central Coast school to be selected for the State Dance Festival at the Seymour Centre in Sydney;
- A Junior Dance Group was created and they performed “Toytown” 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 third year with 20 students learning a variety of instruments;
- “The Ukulaliens” developed in 2010 with 20 children learning to play the ukulele. They played at a number of venues including Kooindah Waters Resort and on SeaFM radio;
- Tuggerah Public School joined with the other schools in our Local Management Group to hold the third annual Performing Arts Showcase at Wyong High School in August. Our Senior and Junior Dance Groups and School Band all contributed to this entertaining evening.

Sport

- Students in Years 3-6 continued to enjoy the opportunities to broaden their sporting experiences with a variety of out-of-school sports programs in Term 3 including gymnastics, trampolining, tennis, golf, ten pin bowling, hip hop dancing and squash;
- Once again, we had a strong involvement in the PSSA knockout competitions, participating in softball, netball, soccer, touch football, basketball and, for the first time, tennis. Our greatest team success was the Open Girls’ Softball Team which triumphed as Central Coast Champions and placed 8th in the state;
- Tuggerah Public School was well-represented in Zone Swimming, Cross Country and Athletics carnivals with many students breaking school records and achieving their own best times during competition;
- Programs to develop swimming skills were offered in Term 3 at Mingara Pool. K-2 participated in an intensive ‘learn to swim’ course to develop skills and confidence;
• In 2010, we were successful in receiving funding from the Premier’s Sporting Challenge for the purchase of sports equipment;
• Tuggerah Public School recognises and appreciates the support of parents and the school community with help in coaching and transporting sporting teams throughout the year.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

At Tuggerah Public School, 65 Year 3 students and 48 Year 5 students participated in NAPLAN in 2010.

Literacy – NAPLAN Year 3

Year 3 overall literacy results were pleasing with the number of children in the top three skill bands exceeding the state average in all aspects. We performed very well in comparison to other schools in our Like-School-Group (LSG). The percentage of our children in the lowest skill bands in most areas of literacy was lower than state or LSG averages. Girls performed better than boys.

In Reading, 84% of our students were in the top three skill bands (state 72%). In writing, we had 83% in the top three bands (state 73%) and in spelling, the school had 81% in those bands (state 70%).
Numeracy – NAPLAN Year 3

Year 3 numeracy results show that 66% of our students were in the top three skill bands in all aspects of numeracy compared to 60% of the state. Girls performed better than boys.

Our students performed better in data, measurement, space and graphs than they did in numbers, patterns and algebra.

Literacy – NAPLAN Year 5

Year 5 Literacy results were pleasing and an improvement on recent years. Girls and boys performed similarly.

In Reading, 63% of our students were in the top three skill bands (state 55%). In writing, we had 73% in the top three bands (state 65%) and in spelling, the school had 71% in those bands (state 63%).
Numeracy – NAPLAN Year 5

Year 5 numeracy results also show an improvement on recent years. 68% of our students were in the top three skill bands in all aspects of numeracy compared to 57% of the state. Boys performed better than girls.

Our students performed better in numbers, patterns and algebra than they did in data, measurement, space and graphs.

Progress in literacy

Progress in literacy can be measured for those children who completed the Year 3 Basic Skills Test and Year 5 NAPLAN at the same school.

The growth shown by our Year 5 students in spelling was very pleasing, being well above the Like-School-Group and state averages.

Progress in numeracy

Progress in numeracy can be measured for those children who completed the Year 3 Basic Skills Test and Year 5 NAPLAN at the same school.
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

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

Significant programs and initiatives
Aboriginal education
In 2010 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 many meetings;
- The school maintained and developed personalised learning plans for all Aboriginal students to promote improved literacy and numeracy acquisition;
- A large mural, created by members of the Aboriginal community working with our indigenous students, was mounted on the operable wall of the hall;
- 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.

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. This program was supported for one day a week all year by Loise Baltimore, a teaching assistant from France;
- An Anti-Racism Contact Officer continued to be available if required;
- The school continued to receive support through the provision of an English as a Second Language (ESL) teacher for one day each week. Eighteen targeted students were withdrawn from their classes for intensive lessons each week.

Respect and responsibility
Respect, Responsibility and Excellence are core values embedded in the school’s philosophy.

- All teachers K-6 included activities to promote these values in their class programs;
- Anti-bullying strategies remained an integral component of our Fair Discipline Code;
- Students have been encouraged to attend school regularly, wear their school uniform with pride, care for personal and school property, behave in a responsible and safe way at all times and show respect to one another, staff, parents and visitors to the school;
- The three values form the basis for the Positive Behaviour for Learning program embedded in its second year at Tuggerah PS.

Connected learning
The Connected Classroom Setup was installed in Term One of 2010, and since then it has been used in many ways throughout the school to enhance student outcomes through teacher professional learning and also direct student engagement and programs.

Staff used the video conferencing component to further develop their understanding and experiences with technology by joining a weekly morning collaboration with other schools in utilising the ‘TaLe’ website to its full potential. This allowed teachers to access relevant resources available online within the classroom. The whole staff were involved in Workshops One and Two of the training and implementation of the ‘Music: Count Us In’ program where staff were taught the components of a song to be taught to all students.
in the school. This activity culminated in the performance of the song simultaneously along with hundreds of schools across New South Wales.

Students were provided with valuable opportunities to use the video conferencing experience to enhance their learning. A group of Year 6 students collaborated with another class from a school in the Hunter Valley and learnt the hand-signing to a song to perform at an end of year event. The video conferencing was also used as part of a public speaking program with a school on the Central Coast where students would share their speeches with a specific audience and would reflect and critique themselves and their peers on their oral speaking skills.

The use of video conferencing software resources within the school is a wonderful asset to educational programs at Tuggerah PS and also supports the engagement and need for relevant incorporation of technology within the educational domain in the 21st Century Classroom.

Progress on 2010 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 2010.

Target 1

Improved student performance in literacy

Strategies to achieve this target included:

- Continued professional development for all staff and the purchase of resources to enhance programs;
- Implementation of the explicit teaching of guided reading and writing in Stage 1 (Years 1 & 2);
- Continued focus on text type writing in the primary grades.

Our achievements include:

- 90% of Kindergarten students achieved independent Reading Recovery level 6 (regional target 75%);
- 97% of Year 3 students and 98% of Year 5 students are at or above the minimum standard in reading.

Target 2

Improved student performance in numeracy

Strategies to achieve this target included:

- Professional learning to enhance mathematics teaching and learning programs;
- Further provision of mathematics resources to support programs.

Our achievements include:

- An increase in the number of Kindergarten students reaching the ‘Counting On’ level;
- 98% of our students in Year 3 and 96% of Year 5 students are at or above the minimum standard in numeracy.

Target 3

Increased student engagement

Strategies to achieve this target included:

- Utilising more ICT including interactive whiteboards;
- Further development of P-K and 6-7 transition programs;
- Enhanced level of support at a Local Management Group level for students struggling to meet national benchmarks.

Our achievements include:

- Attendance rates higher than state average;
- Interactive whiteboards in all rooms except BER rooms;
- Improved Y6 to Y7 transition processes for those requiring extra support.

Target 4

Reduction in the school’s energy use

Strategies to achieve this target included:

- Expansion of the students’ Environmental Group to monitor and improve environmental issues;
- Audits of energy use, water use and waste production.

Our achievements include:

- expansion of recycling programs and the building of a vegetable garden in conjunction with Bunnings;
- The provision of solar panels and a third water tank;
- Removal of 12 air conditioning units which were in the demountable classrooms replaced by the BER building program.
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 School Leadership and the key learning area of English.

Educational and management practice

School Leadership

Background
Tuggerah PS is committed to providing opportunities for students, staff and the school community to experience the roles and responsibilities of leadership. This is done predominately through the Student Council, Staff Executive Team and P&C Association respectively. Each group has a role in making informed decisions relating to the welfare of students and the effective running of the school. Members of each group were randomly surveyed to evaluate the effectiveness of the different levels of leadership in regard to decision making, communication, school impact and opportunities to lead.

Findings and conclusions
The student leadership team was found to be a good representation of the students of the school and many leadership opportunities were provided for students of all ages. Regular communication and a more modern system of meetings were identified as areas for development.

The P&C Association was identified for producing quality programs and support for the school and its students. Parents run the Uniform Shop and School Canteen very efficiently and have organised many successful fundraising events. Parents have played a role in the merit selection process for vacant executive and teaching positions and have initiated the Nitbusters program.

The School Staff Executive Team, comprising of the Principal and Assistant Principals, was identified as a strong leadership team which makes considered and informed decisions and leads by example. They were found to provide support to staff and included all stakeholders in the decision-making and planning processes. It is recognised that, due to transfer and retirement, the school has experienced a relatively high turnover of Assistant Principals in recent years resulting in a loss of some “corporate knowledge” but providing opportunities for others to take on leadership roles in both permanent and temporary capacities.

Future directions
The school will take the following steps to ensure that effective leadership opportunities are developed:

- The Student Council will be replaced with a modern system of Student Parliament. This will also change the terminology of ‘prefects’ to ‘ministers’ and extend the roles and responsibilities of Stage 3 students as school leaders;
- The school will continue to develop strategies for nurturing staff members with executive aspirations and for supporting those new to the executive team.

Curriculum

Background
In 2010 the school evaluated English as part of the Key Learning Area evaluations undertaken each year. Since the introduction of the Best Start Assessment in 2008, our school has implemented the explicit teaching of reading and writing across early Stage 1 (ES1) and Stage 1 (S1). All ES1 and S1 have undertaken professional learning in the implementation of the Best Start Assessment.

To support Best Start, teachers were instructed on how to explicitly teach reading and writing to cater for the diverse range of abilities within their classrooms.

Following discussion after a professional learning session on spelling and the teaching of guided reading and guided writing, the English Committee and teachers from each stage evaluated the current school literacy program.

Findings and conclusions
Staff indicated that:

- All teachers teach English every day as a two-hour morning block;
- Teachers use a variety of reading and writing schemes;
- K-2 teachers enjoy teaching guided reading and writing after participating in professional learning;
- Further resources are needed to implement guided reading and guided writing more effectively. This includes individual whiteboards, magnetic letters and Home Reading texts;
- Staff would benefit from more professional learning in the areas of interactive writing and guided reading K-6;
- Staff felt that there was a lack of cohesion in the spelling scope and sequence across the school and that it did not always reflect the five strategies to teach spelling. Each stage
worked together to develop a more effective and sequential spelling document;

- Through the use of interactive whiteboards and explicit teaching techniques, students are given many opportunities to engage in purposeful learning experiences.

**Future directions**

The school will take the following steps to ensure that the highest quality teaching and learning programs for literacy are in place:

- Purchase of further resources to support the explicit teaching of reading and writing;
- Participation in professional learning to update teachers’ knowledge and skills;
- Expand the explicit teaching of reading and writing into the primary grades;
- Continue to develop a consistent, whole-school approach to teaching literacy;
- Participate in the Kindergarten L3 (Learning Language Literacy) project in 2011 to further enhance teachers’ understanding of guided reading and guided writing to improve student outcomes.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Some of their responses are presented below.

- 100% of parents surveyed feel that Tuggerah Public School provides a caring and safe learning environment for their children (up from 92% in 2009);
- 95% of students surveyed said that they really like to go to school each day (same as 2009);
- 100% of teachers regard Tuggerah PS as a positive work environment.

**Professional learning**

During 2010, professional learning was aligned to the School Management Plan. School, regional, state and personal priorities were considered and all staff members were involved.

Early Stage 1 and Stage 1 staff were trained in effective implementation of learning activities after the Best Start Assessment. Staff participated in first aid retraining and attended numerous courses including Text Type Writing, working with interactive whiteboards, sport and health issues and Climate Clever energy program.

- Average days of professional learning for all staff including staff development days: 7;
- Average expenditure per teacher for professional learning: $655;
- Average number of days for support staff: 2.

**School development 2009 – 2011**

The Tuggerah Public School Strategic Plan 2009-2011 was developed in consultation with staff, parents and the wider school community. Its purpose is to provide a clear direction for the school over these three years and a framework for focus areas and targets.

**Targets for 2011**

The priority areas for 2009-2011 as identified in the Strategic Plan are literacy, numeracy, student engagement and education for a sustainable future. Copies of the plan are available from the school upon request.

**Target 1**

**Improved student performance in literacy**

Strategies to achieve this target include:

- 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 success will be measured by:

- 100% of Year 3 and Year 5 students will perform at or above the minimum standard in the national Assessment Program (NAP) reading test;
- At least 98% of Year 3 and Year 5 students will perform at or above the minimum standard in the NAP writing test;
- A minimum of 92% of Kindergarten children will achieve a Reading Recovery level of at least 6.

**Target 2**

**Improved student performance in numeracy**

Strategies to achieve this target include:

- 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 success will be measured by:

- 100% of Year 3 and Year 5 students will perform at or above the minimum standard in the NAP numeracy tests;
• The number of students in Year 3 achieving Bands 5 and 6 in the NAP numeracy tests exceeds the state average;
• The number of students in Year 5 achieving Bands 7 and 8 in the NAP numeracy tests exceeds the state average.

**Target 3**

*Increased student engagement*

Strategies to achieve this target include:

• 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 success will be measured by:

• Attendance rates that are higher than the state average;
• Quality of School Life student survey showing that a greater number of students enjoy coming to school, believe that what they learn is relevant and important and regarding learning as fun.

**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 success will be measured by:

• A reduction in water and energy use;
• A reduction in the quantity of waste going to landfill;
• Expansion of the vegetable garden.

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**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.

Evan Campbell       Principal
Triscia Von Pralitz  P&C President
Allison Pattison    Assistant Principal
Susan Berry         Assistant Principal
Chad Tsakissiris    Assistant Principal
Erin Wilshire       Assistant Principal (rel.)
Jan Morgan          School Admin Manager

**School contact information**

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Email: tuggerah-p.school@det.nsw.edu.au
Web: www.tuggerah-p.schools.nsw.edu.au
School Code: 3269

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.sc