SCHOOL CONTEXT

Toomelah Public School is one of fifteen schools in the state who are a part of the Connected Communities program. This strategy, “positions schools as community hubs that will deliver a range of services from birth, through school, to further training and employment. Connected Community schools work in partnership with Aboriginal leaders in the local community to help improve education outcomes for young Aboriginal people.”

Opened in 1912, Toomelah Public School is positioned in the heart of the Aboriginal community of Toomelah and sits alongside the Macintyre River on the NSW-QLD border. It is a Burrulbina Bamba (Strong & Smart) school with an enrolment of approximately 40 students, all of whom are Aboriginal.

In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school’s core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of **Pride**, **Safety**, and **Respect**.

The staff of Toomelah Public School is committed to preparing its students for life in the twenty-first century by providing them with a holistic education, and a nurturing and encouraging environment in which to learn.

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PRINCIPAL’S MESSAGE

It is my pleasure to introduce the Toomelah Public School 2014 Annual School Report. This report will provide members of our school community with an overview of the program, activities, and events which have been integral to our school operation throughout the year. As well this report will provide an overview of our annual school self-evaluations and outline progress on some of our improvement targets. It is our second report on the school since it has become a Connected Community School. 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.

Margaret Sloan

Executive Principal
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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Student attendance profile

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<th>2012</th>
<th>2013</th>
<th>2014</th>
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State DEC School

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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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Workforce information

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

[Enter text here.]

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Executive Principal</td>
<td>1</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
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</table>
Toomelah Public School currently employs six Aboriginal people. This includes one Leader Community Engagement, one Aboriginal Education Officer, and four Student Learning Support Officers.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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</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: 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>185,872.43</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
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<th>Expenditure</th>
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<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>661,571.94</td>
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<tr>
<td>Balance carried forward</td>
<td>525,134.95</td>
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</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of Aboriginal Education Consultative Group and the Reference Group. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 – Literacy and numeracy**

Due to the low number of enrollments, we cannot provide NAPLAN data so as to maintain student privacy.

**NAPLAN Year 5 – Literacy and numeracy**

Due to the low number of enrollments, we cannot provide NAPLAN data so as to maintain student privacy.

**EQUITY**

In 2014, Toomelah Public School has delivered programs and initiatives intended to improve learning outcomes for Aboriginal students. To achieve these outcomes, it has:

- Hosted weekly ‘Yarn-up’ meetings in which the relationship and familiarity of community members, school staff, and external agencies can be strengthened;
- Been represented at Toomelah & Boggabilla Steering Committee, Toomelah & Boggabilla Team meetings and interagency
- Provided teaching and support staff with ongoing professional development training on childhood brain development to facilitate better learning outcomes for students
- Provided teaching staff with ongoing professional development across literacy and numeracy to facilitate better learning outcomes for students and increase overall engagement in learning;
• Collaborated with external agencies and clinicians (e.g. paediatricians, psychologists, counsellors, dentists) to improve overall student wellbeing, facilitate better academic performance amongst students, and increase overall engagement in learning;
• Provided transport for students to and from Boggabilla and Goondiwindi to improve overall school attendance;
• Initiated school attendance incentives (e.g. prize draws) to improve overall school attendance;
• Provided Active Before and After School activities to incentivise school attendance;
• Provided breakfast for all students to incentivise school attendance and facilitate better learning outcomes for students;
• Delivered primary school transition program for children aged 3-5 to improve levels of school readiness and facilitate learning outcomes for students in later years;
• In collaboration with the local community, Toomelah Public School developed and rolled out its Positive Behaviour for Learning program to create a positive and inclusive school environment and culture. In so doing, an emphasis has been placed on the importance and relevance of local Aboriginal culture (e.g. in signage referencing school values).
• Provided students with the opportunity to attend ‘Careers Expo’ activities to encourage goal setting and engagement in learning;
• Provided students with opportunities to learn about local Aboriginal culture and language via weekly language lesson and annual ‘culture week’ and NAIDOC week activities.
SIGNIFICANT PROGRAMS AND INITIATIVES

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

In 2014, Toomelah Public School has continued its implementation of the Positive Behaviour for Learning (PBL) program. In 2013 the school conducted a survey within the Toomelah community to determine the school’s core values. As a result of this consultation, respect, pride, and safety were identified as the qualities most important to the community.

The PBL program has been highly effective in mitigating problem behaviours and encouraging good behaviours. In particular, the adoption of a rewards system known as Dhirrabuu (‘deadly’) tickets has been embraced by staff and students alike. All staff members carry with them a supply of Dhirrabuu tickets so that any student seen demonstrating any of the school’s core values can be immediately rewarded. Tickets are then placed into a weekly prize draw.

Similarly, Friday afternoons have become ‘treat afternoons’ for students who have demonstrated pride, safety, and respect all week. Treats have included ice cream sundaes, free choice art sessions, movie and popcorn afternoons, or outside games and activities.

In 2013, Aboriginal artist and former Toomelah resident, Colin Wightman, created an artwork that embodied the spirit of these values, using the echidna (respect), emu (pride), and snake (safety) as mascots. In early 2014, elements of this artwork were integrated into signage that clearly articulates what types of behaviour are associated with each value. These signs have been placed in high-visibility locations throughout the school.
TRANSITION CLASS
Established in 2013, the transition class has continued to operate in 2014. Critically, it has increased the frequency with which it runs from 2 days per week to 3 days per week. The transition program has provided the pre-school aged children of Toomelah with an opportunity to participate in early childhood education, and has achieved outstanding results in preparing children for entering school. Research has moreover identified correlations between early childhood education and improved overall wellbeing later in life, making the positive results returned by the program all the more heartening.

ACTIVE BEFORE AND AFTER SCHOOL
In 2014, Toomelah’s Active After School program was expanded to run before, as well as after, school. The overwhelming majority of students now access 45 minutes of before-school sport, and 60 minutes of after-school sport. As a part of this program, students are provided with breakfast (cheese or eggs on toast and a cup of milk or milo) at the conclusion of the morning session, and afternoon tea (fruit and water) at the end of the afternoon session. The program is run by two SLSOs who have each received specialised training in delivering the program.
GO FOR FUN

Go4fun is a healthy living program. It focuses on healthy eating habits, fitness teamwork and overall health. It takes place five mornings a week and is run by paid community members.

LIBRARY AND BOOK WEEK

After several years, 2014 has seen students of Toomelah Public School return to weekly library lessons. Reorganisation of the library’s catalogue has meant that students are now able to borrow books, and that the books they have access to are both relevant and representative of quality literature. The acquirement of an experienced teacher-librarian has moreover resulted in students being able to participate in meaningful library lessons.

Late in Term 3, staff and students celebrated Book Week. Students spent the weeks prior carefully selecting their costume in preparation for the Book Week parade. Miss Cathie went to great effort to decorate the library and provide a range of activities that invited student to embrace this year’s theme, connect to reading.
SCHOOL EXCURSIONS
Throughout 2014 Toomelah Public School has provided its students with a diverse range of learning experiences. School excursions are an essential component of this, and have included:

1. A 3-day trip to Dubbo for years 2-5. Students stayed at Taronga Zoo for 2 nights and participated in guided tours, night walks, and feeding the animals. The excursion also afforded students the opportunity to participate in recreational activities including bubble soccer and laser skirmish.

2. Visiting places of cultural significance in celebration of NAIDOC week and culture week. This included day-long excursions to Old Toomelah, Boobera Lagoon, the MacIntyre River at Toomelah, and Rocky Bar.

3. Goondiwindi library. Students in the transition and K/1 classes visited the local library and participated in activities run by library staff.

CAREERS EXPO
Late in Term 4, the school involved students in two days of activities designed to develop students’ post-school and career aspirations. The expo included visits from local businesses, professionals, and tradespeople, and allowed students to participate in several hands-on activities. Students also took part in a series of games, the purpose of which was to educate the children about the variety of job options, and to encourage them to think about the types of jobs that might interest them.
EARLY ACTION FOR SUCCESS

In 2014 Toomelah Public School joined the Early Action for Success Strategy as part of the NSW Department of Education and Communities initiative to enhance Literacy and Numeracy outcomes for all K-2 students as part of the NSW Literacy and Numeracy Action Plan. The strategy focuses on the Early Years of Schooling (K-2) with targeted resources to focus on:

- Explicitly assessing the learning needs of students using continuous assessment to plan, teach and personalise learning and to monitor student progress
- Classroom based professional learning for teachers to enhance classroom practice
- A range of interventions and strategies for students needing particular support

Instructional Leader, Patti Sharwood, aligns this strategy with school plans, expectations, physical and human resources and the professional learning needs of the staff. Data for every student is analysed and priorities are established with K-2 staff, and Learning and Support Team.

The main interventions are L3K (Language, Learning & Literacy) and TEN (Targeting Early Numeracy). Ongoing professional learning for teachers in L3K has resulted in more explicit and focused teaching and improvements to student learning when mapped on the Literacy Continuum. Training in TEN for all K-2 staff and some SLSOs has resulted in significant improvement in teacher knowledge of numeracy skills and strategies.

The Early Action for Success strategy allocates funding to resource these professional development initiatives as well as funding a .1fte allocation for Intervention Support. This allocation allows intensive classroom support for literacy interventions for K-2 students at risk.

All students showed growth in all areas on the continuums in both literacy and numeracy.

A specific focus for EAfS in 2015 will be on teaching Writing for Year 1 and 2 students, with targeted professional learning and support for teachers. The focus on Reading texts, Comprehension and Early Arithmetical Strategies will be ongoing for all K-2 students.
MULTICULTURAL AND ANTI-RACISM EDUCATION

Toomelah Public School placed emphasis on multicultural and anti-racism education in 2014. As in previous years, it provided students with weekly Lingo lessons, affording them the opportunity to learn about the language and culture of the Gamilaraay people. Within its Positive Behaviour for Learning program, it moreover addressed issues pertinent to anti-racism. Such education was not limited to students, with all staff participating in two days of Connecting to Country cultural education in October.
SUPPORTING STUDENTS

SPEECH PATHOLOGY
Throughout Terms 1 and 2, the school engaged the services of a speech pathologist from Hunter New England Health for one full day per week. Although circumstances prevented a practitioner from being able to continue in Terms 3 and 4, one SLSO was upskilled so as to maintain the programs written by the speech pathologist prior to her departure.

COUNSELLING AND PSYCHOLOGICAL SERVICES
In 2014, multiple counselling services have become involved with the school. These have included practitioners from Centacare, Moree (counsellor); private practice (psychologist); and ongoing consultation with the DEC guidance officer for Moree Plains. It is intended that the provision of these services will continue throughout 2015.

PHYSICAL HEALTH AND WELLBEING
As a result of all students now being individually case-managed by the Learning and Support Teacher, many have been linked-in with services that will support their physical health and wellbeing. This has included consultation with local GPs and referrals to paediatricians for more comprehensive assessment and diagnosis.

DENTAL VAN
The Poche Centre is providing a full dental service for the communities of Toomelah and Boggabilla. The van provides free dental services to children during school hours, and to other community members after hours and in the school holidays. The service uses a mobile
dental van as the base for the service and moves between communities. It is a fully equipped dental facility and can be driven on C-class license. The Poche Centre employs dentists and oral health therapists to deliver dental treatment and oral health promotion. It also intends to support local employment and skill development by employing and training local residents as Dental Assistant Trainees. They will also be supporting graduate and student dentists and oral health therapists to gain experience and skill working in remote, Indigenous health. The service is funded jointly by state and commonwealth governments, as well as philanthropic funding through the Poche Centre. All students at Toomelah Public School have been examined by the dentists and have begun treatment as necessary. Many community members have made use of this service as well. This project is sustainable and will have positive impacts on the community’s long term health.

SLSOs
Throughout the year, SLSOs have participated in a range of professional development training. This has included responding to problem behaviours in the classroom, Targeted Early Numeracy (TEN), vicarious trauma, and first aid. Indeed, most of the professional learning offered to teachers was also offered to classroom support staff. By building the capacities of all staff we can expect to improve the learning outcomes of our students.

INTERAGENCY PARTNERSHIPS AND MEETINGS
In 2014, a number of productive partnerships have been continued from 2013. In particular, Drug Arm and Care Goondiwindi have provided significant support to the students and community. Care Goondiwindi delivers the Family as First Teachers program, as well as providing breakfast for students one day per week. Drug Arm also delivers the Mums and Bubs program.

The Executive Principal has also attended and been heavily involved in decision-making processes at monthly Interagency Meetings, the Toomelah and Boggabilla Steering Committee (TBSC), and the Toomelah and Boggabilla Team (TB Team). In both the TBSC and TB Team, the Executive Principal has occupied the role of Chairperson.
ABORIGINAL EDUCATION

LINGO PROGRAM

The Lingo and Culture program continued in 2014 and expanded to include the Transition students. Ms Deamer planned the units of work and Aunty Sue the Aboriginal Education Officer and Uncle Carl McGrady, Leader Community Engagement taught the lessons.

NAIDOC

Late in Term 2, Toomelah Public School joined with other schools from the region in celebrating NAIDOC week 2014. This involved excursions to Boobera Lagoon and Boggabilla Central School. Students also travelled to Goondiwindi for a day of activities including the NAIDOC week march, which was also led by the school. At the end of the week, schools from the area were invited to Toomelah Public School for a day of activities which included spear throwing, johnny cake making, Lingo games, boomerang decorating, and the reconciliation drumming circle.

CULTURE WEEK

Culture Week is held during the last week of Term 3. It is a three day program that takes the students into their community to learn about their culture outside of the classroom setting. It involves students learning how to track, locate and identify plants, fish and hunt, and cook in the environment, as well as learning about the unique history of Toomelah and its people. Students are also afforded the
opportunity to use the Gamilaraay language and practice speaking it with community members.

In 2014, Toomelah students travelled to Old Toomelah and Boobera Lagoon to learn about the history these significant sites; the boys made spears and learned about hunting; the girls dug for yams and built a camp fire; and all students participated in an overnight camp-out at the school.

CONNECTING TO COUNTRY
In Term 4, all permanent staff attended three days of Connecting to Country training, run by the AECG. Connecting to Country is intended to build the cultural knowledge of school staff, providing them with an opportunity to speak with Elders and community members, and to deepen their understanding of the community’s unique context, history, and experiences of its people. During this time, a team of teachers from Cronulla Public School travelled to Toomelah to teach the students for three days.
SPORT

Throughout 2014, students from Toomelah Public School represented their school, community and culture by participating in various sporting events such as Swim School, Athletics and Cross Country carnivals, and the Premier's Sporting Challenge. Staff, students, and community members were excited and proud to hear of Taidem Jarret and Matayla Boland gaining selection to represent the North West district in their chosen sport. Congratulations girls!

SWIM SCHOOL
At the beginning of the year our students took part in the Swim School program. The program was held at the Goondiwindi Town Pool over a period of five consecutive days for two hours each day. The students were placed in groups based on their confidence, competence and stroke strength. Each group was led by a qualified swim school instructor, employed by the school.

The group sessions consisted of various activities such as improving the students’ confidence in the water, learning and developing new strokes and stroke correction. The students are to be commended on their positive and outgoing effort and participation during the swim safe program.

CROSS COUNTRY
In early Term 2, Toomelah Public School held its annual Cross Country. Students were grouped according to age, and despite very hot conditions, all students and some staff completed a course that ran around the outskirts of Toomelah.
Later in the term, students from Year 2 to Year 5 travelled to Tulloona Public School to participate in the Macintyre Cross Country. All students ran and completed the course, and are to be congratulated on their sportsmanship, patience, and cooperation throughout the day.

As a result of the Macintyre Cross Country, three students were selected to represent Toomelah Public School at the Zone cross country. Escorting Miss Schnitzerling and Mrs Conroy, Taidem McGrady, Mereki Duncan, and Myiesha Bartholomew travelled to Gravesend to compete in cold and rainy conditions. Taidem McGrady placed first in her age group. Although selected to represent the North West region at state level, Taidem did not advance to the next level of competition. Mereki and Myiesha must also be congratulated for their efforts in spite of unfavourable conditions.

ATHLETICS
In Term 3, the school's annual athletics carnival was held. Community members had the pleasure of watching students participate in their age events. Again the students are to be congratulated on their patience and sportsmanship throughout the day, particularly in light of the very cold and windy conditions.

Students from Kindergarten to Year 5 then travelled to North Star Public School to compete against other small schools from the area in the Macintyre Athletics Carnival.

The next level of competition was the Heferen Shield Athletics Carnival, hosted by Moree East Public School. Brogan McGrady, Jeffery Hinch, Taidem McGrady, Matayla Boland, Tahaylia Jarret, and Nartisha Bartman were all selected to represent Toomelah Public School at the carnival. Matayla Boland placed third place in shot put and was resultantly selected to represent the North West team in Sydney. Together with Aunty Sue, she made the long journey to Sydney to compete at Homebush Stadium. Congratulations, Matayla!
PREMIER’S SPORTING CHALLENGE
The Premier’s Sporting Challenge is a program run every year in conjunction with the NSW Government and the Department of Education and Communities. It is a ten week program in which staff and students throughout NSW register and participate in extra physical activities at home or at school. Toomelah Public School ran this program throughout Terms 3 and 4, with extra activities including exercising, walking, bike riding, and Active After School Sport. Participation in the activities was recorded and entered in the program’s computer system. Staff and students were rewarded with certificates depending on their level of activity. The certificates ranged from Participation to Diamond.

MINOR, JUNIOR, AND SENIOR SPORTS CHAMPIONS
At the school’s end of year presentation day, medallions were awards to boy and girl minor, junior, and senior sports champions.

**Minor Award (Boy):**
Jamie Bartman

**Minor Award (Girl):**
Lara Hinch and Emma Hinch

**Junior Award (Boy):**
Jeffery Hinch

**Junior Award (Girl):**
Matayla Boland

**Senior Award (Boy):**
N/A

**Senior Award (Girl):**
Taidem Mc Grady
Congratulations to all students for your achievements throughout 2014! The staff, students and community of Toomelah Public School are extremely proud of you.

GOALS FOR 2015

In 2015 it is intended that students be involved in other various sporting events. The chief aim is to assist in the development of skills, knowledge, team work, social connections and the understanding of rules and game plans for various sports. Plans currently include:

- Planning and preparing a Toomelah Public School Swimming Carnival where students have the opportunity to represent our school at the next levels of completion
- Swim School
- Touch football
- Rugby Union/ Netball/Soccer gala day
- Rugby League/ Ricky Walford Shield
- Goodooga Indigenous Games
- Boomi Small Schools’ Sport Days
- Squash
- Indoor volleyball

These events will be held in addition to the annuals swim school program, athletics, and cross country carnivals.
PROFESSIONAL LEARNING

TEN TRAINING
In 2014, the K/1 and 2/3 classroom teachers received training in the Targeted Early Numeracy (TEN) program. In Term 3, training was also provided for SLSOs working in the K-5 classrooms. The program equipped teachers and SLSOs with skills for addressing gaps in basic numeracy skills amongst students.

FIRST AID TRAINING
Prior to the commencement of Term 1, all staff received first aid training and successfully achieved their first aid certificates in asthma, anaphylaxis, and general first aid.

STEPHANIE ALEXANDER GARDENING PROGRAM
In 2013, one teacher and one SLSO were trained in the Stephanie Alexander Gardening Program. The program has continued in 2014 and seen students construct raised garden beds, plant and tend to fruits and vegetables, and begin cooking lessons. Students were also required to work towards the achievement of wheel barrow and gardening tool ‘licences’. Each week, all students participate in gardening/cooking lessons for one. Throughout the year, students have steadily improved their knowledge of growing and harvesting fruits and vegetables, learnt about healthy foods, and shown pride in their achievements and new-look school environment.
DRUMBEAT
In June, one SLSO received training in the DRUMBEAT program. Designed to strengthen participants’ sense of social connection and responsibility, ability to communicate effectively and work co-operatively, and to build emotional resilience, DRUMBEAT is an evidence-based program that has proven to be highly effective in a diverse range of settings.

The school currently owns 20 djembe drums, allowing DRUMBEAT sessions to be provided to all students (K-6) once per week. Each session runs for approximately 30 minutes. The activity was also adapted into a ‘Reconciliation Drumming Circle’ at an inter-school NAIDOC week celebration and was exceptionally well-received.

BEHAVIOUR MANAGEMENT MICROSKILLS
All teaching and support staff received training in microskills for effective behaviour management. This training has proven useful for staff when responding to difficult behaviours occurring within the classroom and in the playground.

LEADER COMMUNITY ENGAGEMENT POSITION
The position of the Leader Community Engagement Officer is a position unique to the Connected Communities schools.

The role of the Leader Community Engagement Officer (LCEO) is to engage the local Aboriginal community and encourage partnerships between school and community. It is also the role of the LCEO to encourage the development of school as a community hub which enables communities to engage and participate in all facets of school while being able to access school facilities.

The Community Engagement Officer is also facilitator of the School reference group meetings.
OUTCOMES FOR 2014

SCHOOL REFERENCE GROUP
The Local Connected Communities School reference Group is to advise the Executive Principal on the implementation of the Connected Communities Strategy.

The function of the Local Connected Communities School Reference group will be to work collaboratively with the Executive Principal in the development, planning and shared decision making of each school's Connected Community Strategy.

SCHOOL COMMUNITY GARDEN
This program was initiated to encourage community members to engage in activities outside of classrooms and to be able to interact with staff and students while emphasising the value of fresh fruit and vegetable in diets. The program was generously sponsored by PIUS X Aboriginal Medical Service, Moree.

TOOMELAH / BOGGABILLA COMMUNITY WORKING PARTY AND COUNCIL OF ELDER (T&B CoE AND CWP)
The Toomelah/Boggabilla Community Working Party and Council of Elders have been selected by the community to represent the needs and views of the whole of the Toomelah and Boggabilla communities. The Community Engagement Officer has been an integral part of this organisation as a conduit between school and community as well as interaction with government and non-government agencies. The Leader Community Engagement attends the Community Working Party meetings each month.

CROSS BORDER ENGAGEMENT ACTIVITIES
The Leader, Community Engagement Officer was nominated by community members to sit as part of the Aboriginal Advisory Committee at the Goondiwindi Hospital.

This organisation deals primarily with issues around cultural correctness within the hospital practices and how to maintain cultural empathy when dealing with Aboriginal clients and families. It is also an advisory body to the communities of Boggabilla and Toomelah.
INITIATIVES FOR 2015

Yarn-up circle to be stabilised and become a regular part of the school calendar. Extend cultural activities beyond Language lessons to physical programs/activities such as;

- Traditional dance,
- Bush tucker excursions.
- Better opportunities for community members and organisations to engage within the school.
- Language lessons to be conducted outside school classrooms to include community Elders.
- Greater engagement of community to utilise Adult Learning centre in collaboration with TAFE New England and other service providers.

This program will be run in collaboration with Kamilaroi Aged and Disabilities service (KADS), coordinated by Rebecca McIntosh. The program will require KADS Meals on Wheels service to deliver to Toomlelah Public School at least once a month. Once there the senior students will be nominated to wait on the Elders during the luncheon. Elders will be encouraged to share stories about days past whilst they are enjoying their lunch. This interaction between Elders and students will promote ongoing understanding and partnerships between Elders and school students and the school as a whole.
SCHOOL PLANNING 2012—2014: OUTCOMES FOR 2014

SCHOOL PRIORITY 1

Targets for 2014

*Improve literacy performance so each child shows growth.*

Literacy targets for 2014

- 50% of year 3 and year 5 students achieve at or above minimum standards in NAPLAN 2014.

Strategies to achieve this outcome

- Provision of professional learning and planning support by Instructional Leader;
- Implement L3 and L2;
- Map all students on PLAN and use to inform planning;
- Increase planning and assessment time for teachers to allow for tailored planning;
- LaST to case manage students as necessary.

Evidence of outcomes achieved in 2014

All students showed improvement in data collected through L3. The school was unable to implement the L2 program as local training was not offered. We are unable to report on the outcomes for this priority in order to maintain confidentiality of a small student cohort.

SCHOOL PRIORITY 2

Targets for 2014

*Improve numeracy performance so each child shows growth.*

Numeracy targets for 2014

- 50% of year 3 and year 5 students achieve at or above minimum standards in NAPLAN 2014.

Strategies to achieve this outcome

- Provision of professional learning and planning support by Instructional Leader;
• Implement TENS program;
• Map all students on PLAN and use to inform planning;
• Increase planning and assessment time for teachers to allow for tailored planning;
• LaST to case manage students as necessary.

Evidence of outcomes achieved in 2014

We are unable to report on the outcomes for this priority in order to maintain confidentiality of a small student cohort.

SCHOOL PRIORITY 3

Early Childhood targets for 2014

Improve student readiness to engage in formal learning; 100% of kindergarten students to have accessed an early childhood program the year before they commence school and 100% of significant health and learning issues to have been identified prior to starting school.

Strategies to achieve this outcome

• Three day per week transition program with qualified Early Childhood teacher;
• Employ SLSOs to support program;
• Liaise with Drug Arm and Care Goondiwindi to deliver ‘Mums and Bubs’ and ‘Family as First Teachers’ programs;
• Provide transport and meals for students;
• Learning and Support Teacher to case manage students to ensure all needs are supported;
• School and agencies work together to ensure students and families are supported.

Evidence of outcomes achieved in 2014

100% of students transitioning into kindergarten at Toomelah Public School participated in three days per week transition classes.
PARENT/CAREGIVER, STUDENT, AND STAFF SATISFACTION

In 2014, the school sought the opinions of parents, students and teachers about the school.

Parents were generally satisfied with the school. They believe that sport is important and that children should have a range of opportunities.

They indicated that the Learning Support role has been supported and assisted their students.

FUTURE DIRECTIONS: 2015-17 SCHOOL PLAN

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.
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 school staff and community through the Reference Group determined targets for the school's future development.

Maree Conroy – Classroom Teacher
Sharlene Deamer – Classroom Teacher
Richard Hair – Secretariat
Erin Littlewood – Classroom Teacher
Carl McGrady – Leader Community Engagement
Charlotte Swann-Aboriginal Education Officer
Jennifer Schnitzerling – Learning and Support Teacher
Margaret Sloan – Executive Principal
Glenn Wirth – Technology Support Officer

School contact information

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School Code: 3239
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: