Toomelah Public School
Annual School Report
2012
Messages

Principal’s message
Toomelah Public School is one of the most unique public schools in New South Wales. The school is located in a wholly indigenous community on the NSW/QLD border. The school is both rural and remote.

The school’s motto is Proud of our School and Culture. Local Indigenous perspectives and language are key elements of the educational program delivered to students. We strive to produce a student body that is both strong and smart and who have the skills to become future leaders in their local 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.

Mr Paul Sortwell

P & C and/or School Council message
The school does not have a functioning P & C or School Council.

Student representative’s message
Toomelah Public School’s Junior AECG committee consisted of 6 students (two from each class; K/1, 2/3, and 4/5/6), Sue Swan (Aboriginal Education Officer) and Maree Daskey (teacher). The student members were elected by class teachers at the beginning of each semester. Fortnightly meetings were held on Tuesdays from 2.00pm until approximately 2.30pm. The purpose of our Jr AECG was to give our students an opportunity to express ideas and opinions concerning their school. The committee was the voice of the students who attended Toomelah Public School.

Some of the topics that were discussed included:
- The reopening of the school’s canteen
- School discos
- Friday sport – a rotation of sports such as touch football, netball, tennis, basketball and handball.
- NAIDOC Week – Jr AECG to meet and greet the Elders to Toomelah Public School at both gates (3 students at per gate). Students to walk them through to where they are gathering/sitting in the courtyard
- Jr AECG to help the Elders during morning tea by serving them their food.
- Raising the flags during NAIDOC Week and Centenary Week.

The most significant outcome of this year’s Jr AECG meetings was the suggested items there were to be placed in Toomelah Public School’s Centenary time capsule. The following were approved by staff and students.
- Photos taken throughout the year
- Messages from the students eg students goals/what they would like to do in the future
- Work samples
- TPS Tea Towel - Students drew a self-portrait and one of each staff member which was then sent away and printed onto a tea towel (organised by Miss Littlewood and Miss Robinson). These were then given to each family who attended the school and also sold as a souvenir to commemorate our centenary.

The Jr AECG meetings were successful and are an important aspect of Toomelah Public School.

Ms Maree Daskey

Significant programs and initiatives

Aboriginal Education
Aboriginal culture is a hugely important part of the educational landscape at Toomelah PS. Students have weekly lessons in the local Indigenous language. Indigenous perspectives permeate all classroom learning. Cultural experiences are embedded into the whole school calendar with a unique three day Cultural Week event held annually in Term 3.

Aboriginal Language Program
The Gamilaraay Language Program was held weekly for two 1 hour sessions per class. The lessons were conducted by a teacher with the support of a local tutor. A SLSO joined the lessons in Term 4 as a trainee to the program. Lessons continued during the year despite interruptions of a continuous tutor in Term 2. The students experienced a range of cultural and language activities that built upon knowledge gained in the language lessons. They participated in various activities throughout the year, both in the classroom and out, in the local environment.
Excursions to the Gravel Pit for bird watching and a trip to Boobera Lagoon for the history and legend of the lagoon were conducted. A fire building competition kept the students engaged in the learning about Fire. Each term, new vocabulary, games, phrases and activities were undertaken with an enthusiastic and interested student body. Ms Deamer.

**Multicultural education**

Multicultural education is integrated into all classroom and school programs. Several staff are trained Anti-Racism Contact Officers.

**National partnership programs**

In 2012 our school commenced involvement in the National Partnerships – Low SES School Communities program.

**Equity Funds**

Significant funding was received from the following programs in 2012:

- Priority Schools Program
- Country Areas Program and
- Schools in Partnership Program.

**Digital Elders Project**

NAIDOC Week 2012 was a perfect opportunity to photograph and digitally record emotional and inspiring stories from the Elders of Toomelah. Roger Knox lead the community through the streets of Toomelah to give detailed recollections about each memorial that has been placed within the mission. Roger, along with other Elders such as Elaine Edwards, Lilly Binge, Colleen McGrady, Reg Haines and Rex McIntosh spoke with passion, integrity and honour about each significant memorial site, all of which was digitally recorded. Other recordings for the Digital Elders Project included the Elders gathering in the Library at Toomelah Public School where there retold stories of their past experiences growing up and living in Toomelah; Aunty Coll playing Lingo Bingo with the students; students from five Macintyre schools participating in traditional games and activities including making Johnny cakes and spear throwing; families presently attending Toomelah Public School and a Lingo excursion. As a result of digitally recording and photographing the events of NAIDOC Week 2012, Toomelah Public School now has seven PowerPoint presentations and four films depicting the past, present and future Elders of Toomelah. The presentations are saved onto a thumb drive and several discs which will be placed in Toomelah Public School’s time capsule. Ms Daskey.

**Low SES: Teacher Professional Learning - Literacy**

In 2012 Literacy Professional Learning had a key focus of reading. This focus was developed out of a detailed examination of five years of previous NAPLAN Smart data and Best Start data. In addition to this, as an Aboriginal English speaking community, it was identified that children at Toomelah Public School also have additional language needs when teaching literacy. Reading PL was covered in Term 1 by up skilling SLSOs in supported reading roles including ‘pause, prompt, praise’ and understanding what fluent reading looks and sounds like. Teachers were provided with an understanding of the SLSOs training and practical ways in which to utilize SLSOs during literacy sessions. Training also includes discussion and exposure into the range of text types used when teaching reading and how teaching comprehension can change with different text types.

Term 2 included consolidation of teacher learning in taking running records for ongoing assessment and programming of student and classroom needs. In addition to this teachers worked on the development of a standardized school pro-forma for planning and programming literacy lessons. The school subscribed to the ‘School Magazine’ in 2012 and PL also covered practical use of the magazine in class and teacher programming using the associated resource material. NAPLAN smart data was also explored by teachers in this term. Term 3 and Term 4 focused on the Teaching Reading: School-based Training and Development Program (1998), designed to be used in conjunction with the Literacy Strategy Teaching Reading Project books. Teachers were provided with an overview of the Teaching Reading: K-6 Framework books as a key source of information for teaching reading beyond the syllabus documents. Teachers undertook the core modules of; Understanding reading and the literacy session; and a range of the supporting modules including; the four sources of information; the roles of the reader; Modeled
Reading; Guided Reading and Independent Reading. Specific focus was placed on accurate and appropriate prompts for teaching reading and specific teaching of the key strategies for good reading skills.

In Term 4 individual training sessions were also provided for new scheme teachers who felt they needed support in accurate running record taking for assessment as well as in class support during literacy sessions. Ms Lindner.

Low SES: Teacher Professional Learning - Numeracy
The training of teachers for the year in numeracy concentrated on the development and improvement of teacher’s understanding and implementation of numeracy in the classroom. It was conducted each week, particularly in Terms 1-3 each Thursday. A concentration of in-class support followed in the final term, focusing on teachers who needed extra support in implementing the learned processes. The learning was based around the syllabus, problem solving, creating a whole school programming document, introducing the use of an internet maths program (mathletics) and building student’s basic skills in numeracy. After school numeracy training was also conducted two or three times a term throughout the year. This professional learning focused on the resources available and how to use them, incorporating the use of technology and improving the use of problem solving strategies in the classroom.

Cultural Leadership and Drumbeat Program
In 2012 students have been learning about Leadership Skills through Drumbeat and Cultural experiences in our community. The learning experience includes discovering the history of our Community - past and present. Students did a lot of field work and research on the history of our community and people who laid the foundations. These learning activities promote students capacity to be a leader and overcome adversity.

Drumbeat was also introduced into the school’s program so students can work through issues that may impact on their learning and dealing with any problems that may prevent them from achieving their goals in education and beyond by building resilience through rhythm and listening. Ms Deamer.

Toomelah PS Centenary Celebration
2012 was an exciting year for Toomelah Public School with its centenary celebrations. The community supported the school’s celebration day and a wonderful time was enjoyed by all.

Organisation of the centenary day involved a number of community focus group meetings, staff meetings and co-ordination over several months of planning. A successful community and school partnership produced great entertainment, activities and souvenirs. Considerable support was also provided by a range of organisations at the local, regional and state levels.

Over three hundred people attended on the day with some travelling from a considerable distance. A most enjoyable day was had by all. Many former students and staff attended and found time to catch up with old friends and past teachers to share memories, stories and experiences.

A number of historic items have remained in the school from the mid 1900’s as well as many photographic memories in the form of school events posters. These were a wonderful stimulus for discussions and memories and as part of the centenary the school has organised for their care and archival storage at school for future generations.

We have it on good authority that there are already two different time capsules buried in the school grounds; many years apart in time. As part of the centenary celebrations students this year also compiled items and memories to go into another time capsule which will also be buried in the school grounds.
Toomelah Public School would like to thank everyone who was involved in this year’s centenary celebrations whether in a big or a small way as the accumulated effect was wonderful.

Ms Lindner.

School context

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>31</td>
<td>32</td>
<td>28</td>
<td>33</td>
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<td>Female</td>
<td>24</td>
<td>27</td>
<td>32</td>
<td>34</td>
<td>33</td>
<td>18</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>74.9</td>
<td>86.3</td>
<td>85.0</td>
<td>82.4</td>
<td></td>
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<tr>
<td>1</td>
<td>84.6</td>
<td>83.4</td>
<td>86.8</td>
<td>83.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>83.2</td>
<td>93.5</td>
<td>70.7</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>83.1</td>
<td>90.9</td>
<td>92.6</td>
<td>79.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>79.7</td>
<td>80.8</td>
<td>83.1</td>
<td>93.3</td>
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<tr>
<td>5</td>
<td>82.1</td>
<td>84.7</td>
<td>79.9</td>
<td>82.0</td>
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<tr>
<td>6</td>
<td>73.4</td>
<td>92.1</td>
<td>85.5</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>83.2</td>
<td>79.9</td>
<td>86.4</td>
<td>83.0</td>
<td>86.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance at school is managed via our school’s attendance plan.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of this school’s workforce is listed below:
- 1 teacher (permanent)
- 1 SASS (permanent)
- 2 SASS (casual).

Staff Retention

Staff retention matched previous years.

Teacher qualifications

All teaching staff meets 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>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>443978.39</td>
</tr>
<tr>
<td>Global funds</td>
<td>82200.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>259763.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22141.84</td>
</tr>
<tr>
<td>Interest</td>
<td>18915.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10438.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>393459.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>51552.44</td>
</tr>
<tr>
<td>Excursions</td>
<td>817.52</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18127.93</td>
</tr>
<tr>
<td>Library</td>
<td>110.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2623.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>249048.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8027.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47586.92</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13750.60</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21869.35</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5461.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>418975.35</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>418462.60</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**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 for Year 3)

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 3**

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

Click on the link and enter the school name in the **Find a school** text box and select **GO**.

http://www.myschool.edu.au/

**Numeracy – NAPLAN Year 3**

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

Click on the link and enter the school name in the **Find a school** text box and select **GO**.

http://www.myschool.edu.au/

**Progress in reading**

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

Click on the link and enter the school name in the **Find a school** text box and select **GO**.

http://www.myschool.edu.au/

**Progress in numeracy**

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

Click on the link and enter the school name in the **Find a school** text box and select **GO**.

http://www.myschool.edu.au/

**Progress on 2012 targets**

Develop effective strategies to increase literacy and numeracy achievement across all stages of schooling and in all key learning areas.

**Target 1**

67% of Kindergarten students to achieve growth of two levels or more on the Best Start literacy continuum by the end of 2012.

Our achievements include:

- On Best Start Semester 2 assessments, 80% of the Kindergarten cohort, or 4 out of 5 students achieved growth of 2 levels or more on the Best Start literacy continuum.
Target 2
Increase the percentage of teachers who feel confident to implement the English K-6 syllabus from 60% (in 2011) to 70% (in 2012).

Our achievements include:
• Data was collected from a staff survey. 80% of teaching staff now feel confident to implement the English K-6 syllabus.

Target 3
60% of Year 3 students to be achieving in the middle two bands or beyond for NAPLAN numeracy (in 2012).

Our achievements include:
• NAPLAN data indicated that 20% of the cohort was in Band 2 and the remainder of the cohort was in Band 1.

Target 4
Increase the percentage of teachers who feel confident to implement the Maths K-6 syllabus from 50% (in 2011) to 70% (in 2012).

Our achievements include:
• Data was collected from a staff survey. 80% of teaching staff now feel confident to implement the Maths K-6 syllabus.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of ICT and school leadership.

ICT
Background
Staff were surveyed regarding the embedding of technology in literacy and numeracy.

Findings and conclusions
• 90% of teachers found Mathletics to be a useful online teaching and learning tool for numeracy.
• 100% of teachers indicated that they were confident to use ICT regularly in the teaching and learning cycle in their classroom.

Future directions
The school will continue to embed the use of technology in all key learning areas.

School Leadership
Background
In Semester 2 staff were surveyed to identify their feelings regarding school leadership.

Findings and conclusions
• 90% of staff believed the statement that school leaders build relationships based on trust, collegiality and mutual respect.
• 75% of staff agreed school leaders inspire and motivate learners.
• One respondent stated: “Having school leaders this year has raised the collegial relationship of staff and given new opportunities to staff to take on leadership roles.”

Future directions
The school will continue to develop the leadership capacity of all staff.

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.
• 67% of respondents in a survey indicated that Toomelah PS was a place where information about student learning was shared between school and home.
• 78% of respondents indicated Toomelah PS is a place where parents are encouraged to be involved in their child’s learning.
• 70% of respondents indicated this school was a place where community resources and skills were used to support student learning.

Professional learning
All teachers and support staff participated in a variety of professional learning activities over the course of the year.

The school attempted in 2012 to provide as much in-house PL as possible. Each teacher was
released from class duties one day per week to engage in PL in literacy or numeracy.

Support staff received training each term. Indigenous support staff were encouraged to engage in outside PL to develop their leadership skills.

The school, on average, would spend a minimum of $2000.00 per teacher per year on professional learning. Total school expenditure on professional learning would exceed $20,000.00.

In 2012, three teachers were working towards accreditation as a new scheme teacher.

**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**

**Outcome for 2012–2014**

Develop effective strategies to increase literacy achievement across all stages of schooling and in all key learning areas.

**2013 Targets to achieve this outcome include**

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

- 100% of Teachers attend professional learning and start planning for the implementation of the New English Syllabus.
- 50% of students achieve about the national minimum benchmark in reading.
- 60% of kindergarten students achieve growth of two levels or more on the Best Start Continuum.
- L3 implemented in 100% of 2/3 and kindergarten classrooms by the end of 2013.

**Strategies to achieve these targets include:**

- Kindergarten teacher trained as L3 coordinator.
- Coordinator given time to work with 2/3 teacher to share information and assist in implementation.
- Teachers attend two professional learning sessions on the New English Syllabus.
- All teachers trained in the Eight Ways of Knowing.
- Positive Behaviour for Learning implemented utilizing You Can Do It Lessons to increase student engagement.
- Implement strategies identified in Personalised Learning Plans.

**School priority 2**

**Outcome for 2012–2014**

Develop effective strategies to increase achievement across all stages of schooling in all key learning areas.

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

- 30% of year three students achieve above the national minimum benchmarks in numeracy.
- 100% of 2/3 and Kindergarten classrooms implementing the TENS program.

**Strategies to achieve these targets include:**

- Teacher trained as Tens coordinator.
- All classes count me in Count Me in Too resources and program
- All classroom staff trained in Tens program.
- All teachers trained in The Eight Ways of Knowing.
- Positive Behaviour for Learning implemented utilizing You Can Do It Lessons to increase student engagement.
- Implement strategies identified in Personalised Learning Plans.
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.

Paul Sortwell  Principal
Karon Lindner  Teacher
Sharlene Deamer  Teacher
Beatrice Torrens  Teacher
Maree Daskey  Teacher
Charlotte (Sue) Swan  Aboriginal Ed. Officer
Wendy Tweedy  School Admin Manager

School contact information

Toomelah Public School
PO Box 134 Boggabilla NSW 2409
Ph: 07 4676-2223
Fax: 07 4676-2461
Email: toomelah-p.school@det.nsw.edu.au
Web: www.toomelah-p.schools.nsw.edu.au
School Code: 3239

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: