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.”

Toomelah Public School has an enrolment of approximately 21 students across K-6, all of whom are Aboriginal. The school is situated in the heart of the Toomelah Aboriginal Community which is located on the QLD/NSW border, alongside the Macintyre River. The school’s key values, developed in collaboration with the Toomelah community, are **Pride, Respect** and **Safety**. We strive to promote high expectations, empowerment and a sense of pride and achievement in all our students. To achieve this, school activities have an emphasis on fostering strong home, school and community partnerships, providing quality teaching and learning, and promoting a vibrant, energetic and positive school culture.

Toomelah Public School takes a leading role in maintaining the local Aboriginal culture and is working hard to promote a philosophy where being 'strong and smart' is valued, respected and encouraged.

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PRINCIPAL’S MESSAGE

It is my pleasure to introduce the Toomelah Public School 2013 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 first 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.

Marg Sloan
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>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
</tr>
</tbody>
</table>

STUDENT ATTENDANCE PROFILE

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
</tr>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>93.2</td>
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<tr>
<td>3</td>
<td>84.5</td>
</tr>
<tr>
<td>4</td>
<td>83.6</td>
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<tr>
<td>5</td>
<td>na</td>
</tr>
<tr>
<td>6</td>
<td>83.7</td>
</tr>
<tr>
<td>Total</td>
<td>88.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
</tr>
<tr>
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<td>93.0</td>
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<tr>
<td>2</td>
<td>93.0</td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
</tr>
<tr>
<td>4</td>
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<td>93.1</td>
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<tr>
<td>6</td>
<td>92.7</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.0</td>
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<td>6</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
</tr>
</tbody>
</table>
MANAGEMENT OF NON-ATTENDANCE

To address the issue of non-attendance the school has implemented a variety of measures designed to encourage and facilitate better attendance, thereby improving learning outcomes for students. These have included:

- Transport of students to and from school by the Aboriginal Education Officer;
- Attendance incentives (i.e. use of minor and majors prizes for students with good attendance records)

WORKFORCE COMPOSITION

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Early Learning Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Student Learning Support Officers</td>
<td>5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Grounds Attendance and Cleaning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. This data is presented below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher/s</td>
<td>1 (permanent)</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1 (permanent)</td>
</tr>
</tbody>
</table>
Student Learning Support Officer/s 3 (casual)

**STAFF QUALIFICATIONS**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE Certificate</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Degree or Diploma</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5</td>
<td>N/A</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>418,462.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>66,072.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>349,004.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6,214.07</td>
</tr>
<tr>
<td>Interest</td>
<td>13,028.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>271.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>9,524.3</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>862,577.11</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 7,800.54   |
| Excursions                | 309.34     |
| Extracurricular dissections| 7,197.37   |
| Library                   | 1,036.15   |
| Training & development    | 2,887.52   |
| Tied funds                | 272,875.99 |
| Casual relief teachers    | 4,673.5    |
| Administration & office   | 35,605.10  |
| School-operated canteen   | 6,160.93   |
| Utilities                 | 15,966.44  |
| Maintenance               | 16,120.41  |
| Trust accounts            | 157.73     |
| Capital programs          | 19,253.16  |
| **Total expenditure**     | 390,044.18 |

**Balance carried forward** 472,532.93
A full copy of the school’s 2013 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 2013

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).

Visit [http://www.myschool.edu.au](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 small cohort of students in year three, we are unable to report NAPLAN data in order to protect student privacy.

NAPLAN Year 5 – Literacy and Numeracy

There were no year five students enrolled in 2013.
Sports
In term 3, two of Toomelah’s year 6 girls were successful at the Macintyre Schools Sports Carnival. Deborah McGrady and Kirsty Macintosh both progressed to the Zone carnival and later to State Trials for long jump and shot-put, respectively. At the Macintyre district carnival, Deborah was awarded Girls Overall Age Champion. The school is immensely proud of the achievements of both girls.

Also in term 3, students of Toomelah and Boggabilla travelled to Walgett with Mrs Sloan and Tammy McGrady to compete in a mixed netball competition.
SIGNIFICANT PROGRAMS AND INITIATIVES

Positive Behaviour for Learning (PBL)
In 2013 Toomelah Public School commenced implementation of the Positive Behaviour for Learning Program (PBL). PBL is a school-wide behaviour initiative currently used in many schools in New South Wales and across Australia. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

Implementation of the PBL is a stages process and has to be carried out with consultation from the parents and community. To determine the community’s preferred values for PBL, the school invited community members to participate in a survey. The results of this survey are presented overleaf.

The survey determined that the community felt the three most important values were Respect, Safety, and Pride. Consequently, these will now be adopted as the core values of Toomelah Public School. A comprehensive outline of behavior expectations to be associated with each of these values is also presented overleaf.

This is an outstanding program that will ensure that our students are in a positive consistent learning environment.

Leadership Program
In 2013 we initiated an in-depth Leadership Program for our year six students. It began with an impact Leadership Conference in Tamworth which shared with the students a range of leadership skills which they put into use when they returned to school. The year six students were responsible for hosting the student assemblies. They welcome the students in Gamilaraay, the traditional language of our area. They also had weekly meetings with the Executive Principal where they discussed school issues and collaboratively developed proactive strategies.
PBL VALUES COMMUNITY SURVEY RESULTS

Values

- Responsibility
- Pride
- Success
- Courage
- Tolerance
- Safety
- Honesty
- Resilience
- Working together
- Respect

Number of Votes
## POSITIVE BEHAVIOUR FOR LEARNING – BEHAVIOUR EXPECTATIONS

|PRIDE| • Wear school uniform  
|     | • Take care of our school property  
|     | • Smile and say ‘Hello’  
|     | • Listen to all instructions  
|     | • Arrive at school on time  
|     | • Participate in school activities  
|     | • Own your actions  
|     | • Be honest and truthful  
|     | • Be a good sport  
|     | • Be assertive / speak up  
|     | • No Shame  
|     | • Have a go  

|RESPECT| • Smile and say hello – positive  
|       | • Say sorry – be polite  
|       | • Listening to adults and peers  
|       | • Show manners  
|       | • Be considerate towards others  
|       | • Think about the tone of your voice  
|       | • Use appropriate language  
|       | • Respect yourself  
|       | • Take turns  
|       | • Respect personal property  

|SAFETY| • Walk on the verandah  
|      | • Use equipment safely  
|      | • Play safely  
|      | • Assemble and line-up  
|      | • Pay attention to people’s personal space  
|      | • Stay away from ‘out of bounds’ areas  
|      | • Make wise decisions / good choices  
|      | • Do not be a bully  
|      | • Be a calm, proactive problem solver  
|      | • Show patience  
|      | • Follow school rules  
|      | • Keep your hands and feet to yourself  

Active After School
In 2013, Toomelah Public School received significant funding to facilitate running of the *Active After School* sports program. This has proven to be a very popular program with 95% of students attending regularly. Activities have included bike skills, dodge ball, tennis, golf, athletics, futsol (indoor soccer), martial arts, circus skills and touch football. At the conclusion of each session students are offered a selection of health snacks, typically including two types of fruit and cups of spring water.

School Excursions
Throughout 2013 students were presented with a diverse range of excursion opportunities to expand their learning. These included:

- *Emu Egg Hunt*. This excursion expanded the students’ cultural knowledge.
- *Swim School*. In term 4 this week of excursions to Goondiwindi pool developed the water safety and swimming skills of all students.
- *Careers Week*. A series of excursions in this week not only developed important life skills (e.g. cooking), but encouraged the children to have dreams and aspirations for their future.
- *Gold Coast Excursion*. This excursion offered students an opportunity to experience activities and sites not easily accessible from Toomelah. It also developed the students’ social skills since many of their experiences were shared with children from other schools and cultural backgrounds.
- *NAIDOC Week*. Excursions throughout NAIDOC Week expanded the students’ cultural knowledge.

Stephanie Alexander Garden
In 2013 the school successfully applied for a grant from the Stephanie Alexander Foundation. The funding total $11,000 as will facilitate the installation of a kitchen
suitable for cooking lessons and the construction of vegetable gardens to allow the students to grow their own, fresh produce.

On the 21st and 22nd of August two staff members, Glen Wirth and Janis Price, attended professional development for the Stephanie Alexander Gardening Program at Whalan Public School in Mount Druitt. Further, advanced training is scheduled for early 2014. As a part of this program the school has had visits and input from celebrity chef Mark Olive (‘The Black Olive’) and Jerry Colby-Williams (host of the ABC’s Gardening Australia). In 2014 the school plans to have weekly lessons as well as expand on our student garden to also construct a community garden at the side of the school.

**Technology**

In 2013 the school invested a substantial amount of money into information and communications technology (ICT), providing each teacher and student with an iPad for use within the classroom. In total, the school purchased 34 iPads. Additionally, the school acquired four Apple TVs and mirroring software to facilitate demonstration during lessons. In this time the school has also amassed a large library of educational apps intended to enrich students’ learning experiences and provide teachers with additional flexibility when catering for a diverse range of learning styles. All teaching staff also have access to iPads and laptops outside of school hours to assist with lesson planning and programming.

The school has additionally been equipped with school-wide Wi-Fi internet access and a portable SMART board (currently utilised in the Early Learning Unit). Moreover, it has invested in infrastructure to facilitate easier hardware and software management. In 2013 a Technical Support Officer was employed 2 days per week. In 2014 this will be increased to 3 days per week.

It is incumbent on educators to prepare students for life in the twenty-first century, and doing so requires that teachers and students be equipped with up-to-date resources and skillsets. With the continued integration of ICT into the learning process at Toomelah Public School, teachers are afforded the opportunity to engage with students in new and exciting ways and to assist in the development of technologically savvy young citizens.
Community iPad Day
In October, the school invited family and community to spend a morning with students creating small digital media projects on the iPads. These involved the creation of eBooks in the K/1 class, and stop-go animations in years 2-6. At lunch time all participants gathered to share their work. This event was a resounding success, with community members expressing eagerness to be involved in similar activities in the future.

Careers Week
Research shows that students disengage roughly around year four and then again in year 7. With this in mind, we discussed student engagement and its link to the purpose of school in the eyes of the students. Traditionally, careers education occurs later in a student’s schooling. This, coupled with intergenerational unemployment and limited exposure to other contexts, suggested an area for development.

In response to the perceived need we decided to develop a careers program beginning with an annual Careers Week. Jen Schnitzerling co-ordinated this week which afforded students the opportunity to visit and speak with veterinarians, police officers, hospital staff, sports trainers and hospitality professionals. Students were also given the chance to participate in several hands-on activities including cooking and sports classes.

This was an outstanding program that exposed the students to a range of occupations and was linked directly to students PLPs.
Transition to School

The planning of the Transition Class model began in March and the following key aspects were identified as the basis of the Programme.

- Planning and working in partnerships with key players
- Responding to the needs of the local community
- Planning a quality Transition programme

The Transition Days and times were planned to complement the Community Preschool programme and regular contact with the Preschool staff enabled the Transition teacher to plan for the children’s specific needs. Specialist Early Childhood furniture and resources were bought to ensure that the children had the very best start.

The Transition class opened on May 22nd with a special session welcoming the children and parents together with their Preschool teachers. From that date, children had access to a Transition programme on Wednesdays 12pm – 2pm and Fridays 9am – 2pm. A bus was available to transport children to and from school, with morning tea and lunch provided. 11 Children were enrolled for the programme during the year.

Working in partnership with community was a priority during the year and there were opportunities for families and community to be actively involved in the programme on a weekly basis and at special events, e.g. NAIDOC week and Aboriginal and Islander Children’s Day.

Professionals from Health and Educational agencies visited the Transition class during the year including Toomelah Health Clinic, Drug Arm, Northcott and Moree Early Intervention.

The Early Years Framework formed the basis of the programme which engaged children in interactions, experiences, routines and explicit teaching of pre numeracy and literacy skills designed to foster learning and development. Visits to the Kindergarten class and inclusion in whole school activities including End of Year Assembly enabled children to have the opportunity to establish a sense of belonging to the wider school community.
**Transition to High School**

Late in 2013, year 6 students made three visits to Boggabilla Central School. These excursions were comprised of one full day visit and two half-day visits. The trips offered the students some insight into the setup of Boggabilla Central School, how classes run, and teacher expectations. During these visits Toomelah students were given the chance to participate in practical lessons (i.e. woodwork) that are not available within a primary school setting.

**Breakfast Program**

In 2013 a breakfast program was re-introduced at Toomelah Public School. Despite the availability of cereal, toast, tea and juice, the overwhelming majority of students chose only tea and toast. As the year progressed, this menu was revised and expanded to comprise whole meal bread (no white bread); high-protein, high-calcium milk; and the option of eggs or beans.

The purposes of this program were two-fold: 1) ensure students are sufficiently nourished to learn and participate in classroom activities, and 2) encourage punctual attendance. An unexpected consequence of the breakfast program was that it improved the quality of the relationship between students and staff, with breakfast sessions providing the opportunity for more relaxed interactions than in the classroom.

**Sporting Clinics**

Throughout the year Toomelah Public School was visited by a range of sporting clinics. These have presented a great opportunity for students to develop new or existing skills and be active. Clinics have included cricket, tennis, rugby league, basketball and circus skills.
Book Week

In term 4 Toomelah Public School celebrated Book Week 2013. This had been postponed due to a death in the community. The theme this year was Read Across the Universe. Our celebration was also the launch of the reopening of the school library. This has been a slow process due to time restraints. When the library is fully functional the children will be able to borrow books back to the classroom for the week and can read those books in quiet time when they have completed their set classroom activities.

The children and staff were in the spirit of the occasion getting dressed up as a favourite character either in a book or movie. The children paraded around the library after telling the group what/who their costume represented. The library was decorated in the theme of the universe. The day was very successful.
ABORIGINAL EDUCATION

Lingo Program
In 2013 the school’s Aboriginal language program, or ‘Lingo’, was wholly run by Aboriginal staff (a classroom teacher, AEO, and SLSO). With the assistance of classroom teacher, Beatrice Torrens, Aunty Colleen McGrady guided students through the Gamilaraay language, offering a variety of learning experiences using the interactive Smartboard and other hands-on activities. Students developed a phonemic awareness and vocabulary of Gamilaraay words including greetings, commands, and forming sentences. In 2014 the school will continue to develop a scope and sequence overview for the delivery of this program, which will play a vital role in connecting the school with the community.

NAIDOC Week
NAIDOC Week was held on the last week of Term 2. It ran for four days, with one of these held at Boggabilla Central School. On the Monday, a memorial march began the celebrations. This involved community from Toomelah and Boggabilla. Although numbers were initially low, they increased as the march progressed. By mid-morning, approximately 250 people were participating in the day. On Wednesday, an activity day was held for students from four local schools (Boggabilla, Yetman, North Star and Toomelah). A rotation of Aboriginal based activities was run. The day incorporated art, cooking, bead work and Gamilaraay language. Visitors from Goondiwindi Schools were also part of the day. Community elders were provided for as part of the celebration and the transition class ran a small group of activities to cater for the younger children in the community. Approximately 300-350 people attended this day. Unfortunately, the students were unable to visit Old
Toomelah and Boobera Lagoon on the final day due to inclement weather, with the school offering students the opportunity to participate in a simple rotation of Aboriginal based games and activities until lunch time. Community members were again invited to the school for a catered lunch. Overall the week was a success; each day ran smoothly and was well supported by the community. In 2014 the school hopes that the community will take a greater role in the planning and running of celebrations.

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. It is also an opportunity to use the Gamilaraay language and practice speaking it with community members. Sadly, there was much ‘sorry’ business this year and our school was unable to take the students to participate in the planned cultural activities. In the first week of term four, however, Toomelah students travelled to Old Toomelah and Boobera Lagoon to learn some of the history of both of these significant sites. Students also spent time examining some of the local plants and hearing the story of the lagoon. The school will endeavour to continue Culture Week in 2014.

Colin Wightman visit
As a part of Toomelah’s PBL initiative, the school commissioned acclaimed Aboriginal artist and ex-Toomelah resident, Colin Wightman, to produce an artwork that was representative of the school’s core values: Pride, Safety and Respect. Mr Wightman’s artwork is comprised of three individual panels which can be displayed individually or collectively to form a single piece.

Mr Wightman spent the day painting with students, encouraging each to create their own piece inspired by animals and stories significant to the Gamilaraay people. He later moved on to the creation of the commissioned work, while staff and students watched on in awe.
**Toomelah Cultural Curriculum**

Throughout the year Toomelah’s Elders have participated in discussions regarding collection and preservation of the community’s culture and history. Although community Elders have begun collecting material and sharing it with the school, the progress has been impaired by the large amount of ‘sorry’ business that has occurred throughout the year.

It is hoped that, once all resources are collated, the content can be systematically taught from kindergarten to year 6. In 2014 a teacher with a highly developed ability to ensure that Aboriginal perspectives are included in teaching and learning programs work with teachers on a one-on-one, rotational basis to ensure there is a strong Aboriginal perspective in learning at Toomelah Public School.

**SUPPORTING STUDENTS**

The school has engaged the services of many outside agencies to assist in addressing need, with the ultimate goal being to improve learning outcomes.

**Andrew Fuller (Clinical Psychologist)**

In term 4 the school spent several days consulting with clinical psychologist, Andrew Fuller. Mr Fuller has considerable expertise in working with children affected by trauma, with particular respect to how it impacts upon their ability to learn. Mr Fuller met with each classroom teachers to discuss specific students or problems they face and provide information on how these might be addressed in a classroom situation. He further provided a full day of professional development for all teaching and support staff which was also accessed by service providers across the region, including school
counsellors, teachers, and non-government agencies. The school is currently in the process of implementing several of Mr Fuller’s recommendations and plans to re-engage his services in 2014.

**Dental Program**
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.

**Speech Pathologist**
The school has arranged for each student to be assessed by a speech pathologist and
seen on an ongoing basis as required. Although this service is only in its initial stages, it is planned to continue throughout 2014.

**Interagency Partnerships and Meetings**

A number of productive partnerships have been established this year. Drug Arm and Care Goondiwindi have provided significant support to the students and community. Care Goondiwindi funds breakfast every school day and prepares breakfast on Tuesday mornings. The Principal attends monthly Interagency Meetings, as well as the Toomelah and Boggabilla Steering Committee meetings with regional managers. In 2014 a FACS worker will attend learning support meetings.

![Image](image1.jpg)

**Student Case Management**

A weekly Learning Support Meeting was established early in 2013. In the latter part of the year a teacher has been reassigned to case manage all students and to liaise directly with services, ensure students attend all appointments by supporting parents and organizing transport, and attending with parents when requested.

**Canteen Reopened**

In 2013 the school canteen was reopened after more than a year of inactivity. In response to department guidelines and a series of professional learning seminars focusing on nutrition (delivered by Peter Butler of Hunter New England Health) a menu of healthy food options was developed (see overleaf).

**SLSOs**

In contrast to previous years, in 2013 SLSOs have been invited to participate in professional learning activities, with most of the professional learning offered to teachers also offered to classroom support staff. By building the capacities of all staff we can expect to improve the learning outcomes of our students.
The school canteen menu features prominently in the school newsletter every fortnight.

<table>
<thead>
<tr>
<th>Menu</th>
<th>Fridays are treat days!</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fresh salad</em>.........$3.00</td>
<td><em>Brevilles / Toasties</em>  $3.00</td>
</tr>
<tr>
<td><em>Meatboxes</em>............$3.00</td>
<td><em>The Friday Special</em>....$3.00</td>
</tr>
<tr>
<td>chicken or ham, salad (egg, lettuce, carrot, cheese, cucumber, tomato)</td>
<td></td>
</tr>
<tr>
<td><em>Fresh sandwiches</em>....$3.00</td>
<td>hamburgers, sausage sandwiches, chicken pasta, etc – will vary from week to week.</td>
</tr>
<tr>
<td><em>Fresh Fruit</em>..........$1.00</td>
<td><em>Yoguris</em>..............$2.00</td>
</tr>
<tr>
<td><em>Crackers, cheese and seasonal fruit bag</em>............$3.00</td>
<td></td>
</tr>
</tbody>
</table>
Early Learning Centre
Early in term one the Early Learning Centre was fitted out with furniture and resources. An extremely well respected early childhood teacher, Libby McMicking, was engaged to provide a transition program. The program was run to complement the program offered at the community preschool.

The enrolment in the Early Learning Centre fluctuated between eight and ten. This program provided the opportunity to identify students who may have additional needs and begin the process of assessment and the provision of specific support. This program has also facilitated exposure to the 'Big School' context as well as the getting to know the kindergarten teacher.

The transition to school program will be expanded next year. The preschool will be closed so close consideration is being given to expanding the transition program to ensure that Toomelah students have exposure to high quality early childhood education.

Adult Learning Centre
Anecdotal evidence indicated that a need existed for a venue for adult learning in Toomelah. The school had an unused classroom that was converted into an Adult Learning Centre. The classroom had an existing interactive Smartboard and eight computers were relocated to the facility. John Ethridge (Assets) provided second hand conference furniture to provided comfortable attractive furniture for the space.

Courses run out of the Adult Learning Centre include two license courses provided by TAFE and supported by Drug Arm, Weaving the Net (Sexual Assault), Andrew Fuller, Joblink courses, First Aid, and Difficult Children. A Financial Management and follow-up to Weaving the Net ran in term 4 and will continue into 2014. Many community members have accessed learning in the Adult Learning Centre and we look forward to expanding the use of this facility next year.
Families as First Teachers
The Families as First Teachers (FaFT) program was established at Toomelah Public School early in term one. The program is delivered by two personnel from Care Goondiwindi and targets children from zero to five and their parents and carers.

Toomelah Public School at Under 8s Day in Goondiwindi in term 2.
Professional Learning

Data Wall
In 2013 a data wall charting the progress of each student was established in the staff room. This was done to facilitate data driven teaching and to increase accountability. The data wall has been an invaluable resource, ensuring that all students are progressing that that successes are shared and informally celebrated.

Best Start
Data currently unavailable.

Language, Learning and Literacy (L3)
In term 2 one of our classroom teachers, Erin Littlewood, commenced Language, Learning and Literacy (L3) training. The purpose of the L3 intervention is to improve learning outcomes in literacy for all students. It draws upon the theories of Marie Clay and her successful Reading Recovery program. L3 is an evidence-based intervention with a focus on quality literature, explicit and systematic guided reading and writing lessons, and differentiation to accommodate the diversity of student learning needs. The reading results of the K/1 class speak for the effectiveness of this intervention (fig 1).

Targeting Early Numeracy (TEN)
In term 3, two classroom teachers, Erin Littlewood and Janis Price, began training in the Targeting Early Numeracy intervention program. Designed to complement existing numeracy programs such as Best Start and Count Me in Too, TEN acknowledges that
a small number of children are at risk of numeracy failure. Like L3, TEN is an evidence-based intervention.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BEGINNING OF 2013</th>
<th>END OF 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT A</td>
<td>Non-Reader</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT B</td>
<td>Non-Reader</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT C</td>
<td>Non-Reader</td>
<td>4</td>
</tr>
<tr>
<td>STUDENT D</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>STUDENT E</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT F</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>STUDENT G</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

*Fig 1. K/1 Reading Data 2013*

**iPad Training**

In order to maximise the impact and effectiveness of iPads as learning tools, district office staff delivered a series of professional learning seminars to classroom staff. Intended to expand ICT skills, staff have had the opportunity to put this learning into practice in the normal classroom environment and at the Community iPad Day.

**Disability Legislation Training for Staff**

In 2013 all school staff completed a series of online training modules through the Australian National University’s Canberra Institute. These modules, designed to familiarise staff with current NSW disability legislation, outlined the responsibility
schools have to put in place supports for students with disabilities. It framed misbehaviour within the context of disability and disability legislation, and encouraged staff to consider the environmental factors that drive misbehaviour and their legal responsibilities in providing supports.

**First Aid**

In September, all school staff successfully completed their First Aid certificates.

**Parent, student, and teacher satisfaction**

In 2013 the school sought the opinions of parents, students and teachers about the school. Throughout the year, both formal and informal feedback is invited from parents, students and teachers about our school. The school is always open to trialling new approaches and changing or improving aspects of its practice and operation in order to better serve the learning and welfare needs of our children. The strong collaborative culture and the schools open door policy which operates for all stakeholders, results in quality communication and a capacity to respond to needs and concerns in a positive and proactive manner.

Overwhelmingly the feedback we receive continues to be extremely positive. Teachers, administrative staff and school executives regularly receive personal feedback, which reflects the growing positive reputation the school is developing.
TRANSITIONAL EQUITY FUNDING

Toomelah Public School received Transitional Equity Funding in 2013. Funding was used to ensure equitable access to education for all children in the school providing for items such as transport.
SCHOOL PLANNING 2012—2014: PROGRESS IN 2013

SCHOOL PRIORITY 1

*Increase the percentage of Year 3 students achieving Band 3 or higher in NAPLAN reading from 0% (in 2012) to 50% (in 2013).*

Outcomes from 2012–2014

Limited progress in 2013.

Evidence of progress towards outcomes in 2013

While there was no progress towards this target, there was substantial progress in reading and writing for all students at the school. This is confirmed by the results of students in the in whole school assessment strategy. Additionally, the following strategies were introduced at the beginning of 2013 and have proved to be very effective in improving the outcomes of all students K-6 in reading and writing.

- Uninterrupted Learning blocks;
- Hour of literacy and hour of reading and an hour of writing;
- Culturally appropriate programming and teaching;
- Phonemic Awareness Training;
- The provision of a full time Relief Teacher in the school to ensure continuity of teaching for all students;
- Reduced worksheets;
- Professional Learning for all classroom staff;
- iPad project to promote engagement in learning;
• The employment of a Technical Support Officer 3 days a week to support the iPad project and other classroom technology;
• Data driven, targeted teaching.

Strategies to achieve these outcomes in 2014

As a complete set of new strategies were implemented from the beginning of 2013, it is important to continue these to confirm the effectiveness of these and to improve the numeracy outcomes for students.

SCHOOL PRIORITY 2

*Decrease the percentage of Year 3 students achieving Band 2 or lower in NAPLAN numeracy from 100% (in 2012) to 70% (in 2013).*

Outcomes from 2012–2014

Limited progress in 2013.

Evidence of progress towards outcomes in 2013

While there has been limited progress in this area the following strategies were only introduced at the beginning of 2013 and have proved to be very effective in improving the outcomes of all students K-6 in numeracy.

• *Count Me in, too;*
• Uninterrupted Learning blocks;
• One hour of maths daily;
• Culturally appropriate Mathematics;
• Reduced number of worksheets;
• Professional Learning for all classroom staff;
• The employment of a Technical Support Officer 3 days a week to support the iPad project and other classroom technology;
• Student welfare programs to support students who have experienced abuse and neglect;
• Language, Learning and Literacy (L3);
• Best Start;
• Data Wall to promote data driven teaching K-6;
- Targeting Early Numeracy (TEN).

**Strategies to achieve these outcomes in 2014**

As a complete set of new strategies were implemented from the beginning of 2013, it is important to continue these to confirm the effectiveness of these and to improve the numeracy outcomes for students.

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**SCHOOL PRIORITY 3**

*Increase the percentage of teachers who feel confident to implement the English K-6 and Maths K-6 syllabus from 80% (2012) to 100% (2013).*

**Outcomes from 2012–2014**

This target was not relevant as there was an identified need to increasing the percentage of teachers who feel confident in their ability to implement the National Curriculum.

**Evidence of progress towards outcomes in 2013**

The following strategies were introduced at the beginning of 2013 and have proved to be very effective in improving teachers’ confidence in their ability to implement the National Curriculum.

- The provision of Professional Learning on “The Teacher and the New Curriculum” and on the “Learner and the New Curriculum;”
• Online training in the National Curriculum;
• Attendance at Board of Studies (BOS) workshops in Sydney;
• Attendance of staff at regional AP network;
• Purchase of resources to support the implementation.

Strategies to achieve these outcomes in 2014

As many of these strategies have only been introduced since the beginning of the 2013 school year, this target should be continued in order to consolidate the progress which has been made.

SCHOOL PRIORITY 4

Increase the percentage of teachers who have the opportunity to develop leadership capacity from 85% (in 2012) to 100% (in 2013).

Outcomes from 2012–2014

All members of staff (100%) have a leadership role and are accountable for evaluating the progress of the teams or projects.

Evidence of progress towards outcomes in 2013

All members of staff have been given a responsibility to lead in the following projects and initiatives.

• iPad program;
• LaST, Student Welfare and Positive Behaviour for Learning (PBL) teams;
• Community and school event organisation e.g. NAIDOC Week, Careers Week, Culture Week, Digital Elders project;
• The Toomelah Cultural Curriculum project.

Strategies to achieve these outcomes in 2014

These projects and initiatives will be continued and expanded upon in 2014 in order to consolidate the leadership skills and maintain the progress which has been made.
SCHOOL PRIORITY 5

*Increase student attendance rate from 78% (in 2012) to 84% (in 2013).*

Outcomes from 2012–2014

The student attendance rate has increased from 78% (in 2012) to 88% (in 2013).

Evidence of progress towards outcomes in 2013

The following strategies were introduced at the beginning of 2013 and have proved to be very effective in improving students’ engagement in learning and consequently the attendance rate of students.

- Positive Behaviour for Learning (PBL);
- Toomeelah Cultural Curriculum;
- Early Learning Centre;
- Adult Learning Centre;
- Families as First Teachers (FaFT);
- Breakfast and Lunch Programs;
- Employment of a Clinical Psychologist;
- Disability Legislation Training for Staff;
- Dental & speech therapy support;
- Student Case management of students at risk.

Strategies to achieve these outcomes in 2014

- Track student attendance daily;
- Development and implementation of cultural curriculum;
- Embed *Positive Behaviour for Learning* program;
- Early Learning Centre to operate 3 days per week along with a quality transition to kindergarten program;
- Community Reference Group meetings to occur regularly.
SCHOOL PLANNING 2012—2014: DIRECTIONS FOR 2014

SCHOOL PRIORITY 1

Outcomes 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.

SCHOOL PRIORITY 2

Outcomes 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.

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.

For a more extensive account of our priorities, please see our school plan.
Program Evaluation:

Evaluation of the Implementation of Positive Behaviour for Learning at Toomelah Public School

Background

In 2013 Toomelah Public School commenced implementation of Positive Behaviour for Learning (PBL). PBL is a school-wide behaviour initiative currently used in many schools in New South Wales and across Australia. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

The School wide Evaluation Tool (SET) is used to determine how effectively school-wide Positive Behaviour for Learning (PBL) is being implemented, by interviewing the principal, as well as a random selection of students from Years 3 - 6 and a random selection of teachers from across the school. A range of documents relating to student welfare and discipline, the funding of PBL, the delivery of social skills lessons, the use of awards and the school’s strategic, financial and professional learning plans are also observed.

The effectiveness of the implementation is measured on the extent to which the following essential features of PBL have been implemented in the whole school community.
The Core Values of the school and the behavioural expectations in relation to these values are clearly defined and disseminated in the whole school community.

The behavioural expectations for shared spaces are taught explicitly, consistently and on a regular basis; and that these lessons are supported by appropriate signage in classrooms, foyers, and corridors and in the playground.

An ongoing system of positive reinforcement and reward for behavioural expectations is in place.

A school wide system for the management of misbehaviours is in place.

Analysis of data on misbehaviour (office referrals) is used to identify and solve problems; and this information is disseminated to staff on a regular basis.

An effective team which meets regularly and implements an Action Plan based on the SET is in place; and that the implementation of PBL is evaluated annually.

Principal support is provided and evident in the school’s strategic and professional learning plans; and regional support and coordination is provided to the school.

The Evaluation at Toomelah Public School was conducted by Alice Cairns, the New England Regional Coordinator for Positive Learning Initiatives in November 2013.

Findings and conclusions
Toomelah Public School has been implementing PBL since February, 2013 and the SET conducted in Term 4 2013 demonstrated that there has been significant overall growth and progress in the implementation of PBL as evidenced by an overall score of 49.3% compared with the 25.% achieved in the initial SET. The main achievements in implementing PBL at Toomelah Public School are detailed below.

- The core values of Respect, Pride and Safety are embedded in the school community and are part of the general language of the school and a logo has been developed to link with the culture of the school.
The behaviour expectations relating to these values are being developed to ensure that students understand the specific behaviour requirements in all shared areas of the school. PBL signage is also being developed to reinforce these expectations.

All members of staff have undertaken the 2 day Universal Training. An induction for new members of staff and a refresher in PBL for all staff are scheduled for all staff in 2014.

The PBL team is committed and effective. PBL team training is scheduled for 2014 and a revision of the Action Plan for 2014 will also be made.

Lessons have been developed and will be revised for implementation across the whole school in 2014.

PBL is strongly and actively supported by the Principal and funds from the school budget are provided to support training of staff, materials and resources such as signage and the launch to be held in 2014.

PBL is a focus in the School Management Plan and is consequently supported by the allocation of professional learning funding for all members of staff.

The PBL team needs to review its discipline systems to ensure that there is a school wide approach to the management of misbehaviours and that this is understood by all members of the school community.

**Future directions**

While the SET demonstrated the significant improvement in the implementation of PBL at Toomelah Public School, the school is only in its second year of implementation and a number of areas have been identified for development or further improvement. These areas are detailed below and will form the basis of the school’s PBL Action Plan for 2014.

- Both the behaviour expectations relating to the core values and PBL signage which supports these expectations need to be in place early in 2014.
- A scope and sequence for the lessons and the delivery of lessons relating to the core values needs to be in place across the whole school.
• The PBL reward system should be reviewed to ensure that free and frequent positive reinforcement is provided by all staff, that formalised, consistent rewards are related to the focus areas and that the plans for incorporating PBL behavioural expectations into long term rewards is implemented.

• Refresher training for the PBL Team and staff is needed to ensure that all staff is trained in PBL and the team remains sustainable.

• A regular and consistent model of communication of PBL goals, purposes, lessons and commitments needs to be implemented so that all staff has an understanding of the commitment to the implementation of school wide systems for the promotion of positive behaviour and the prevention and management of misbehaviours.

• The development of a matrix for the behaviours of staff in relation to shared spaces including playground, bus, staffroom, assembly areas needs to be developed in preparation for the next stage of PBL implementation.

• Schedule the launch for 2014 to ensure that the core values and behaviour expectations for the whole school community are emphasised and celebrated in the local community.

CURRICULUM EVALUATION:

Evaluation of the Quality of Student Learning and Curriculum at Toomelah Public School

Background
At the end of 2013 the principal conducted a whole school evaluation, with staff and members of the school community, of the school procedures and operations in a number of areas in order to develop a shared vision for the school and understanding of and commitment to the goals of the school community; and

The evaluation considered in particular the strengths and areas for
development in student learning programs, students’ extracurricular activities and opportunities; and in students’ participation in the local community. As part of the evaluation a number of recommendations were made together with suggested strategies for the achievement of improvements.

**Findings and conclusions**

The following student learning needs were identified and there is strong commitment by the whole school staff to the achievement of these goals. It was also determined that a plan to achieve these goals should be developed and implemented in 2014 through the curriculum and through teaching/learning programs.

- Promoting students’ self-esteem and confidence
- Providing opportunities for all students to reach their potential
- Providing a safe, caring and happy environment
- Providing students with the full range of career and life options
- Providing students with opportunities to broaden their experiences
- Providing a stimulating and challenging learning environment
- Promoting high academic, cultural and sporting achievement

**Future Directions**

A number of strategies were identified for the achievement of these including the following changes or additions to teaching/learning programs and the provision of extracurricular activities and opportunities. In 2014 it is anticipated that an action plan will be developed to ensure that the following goals and the strategies to achieve them are implemented.

The development of wider knowledge and understanding of life outside Toomelah and the opportunities available through:

- Involvement in sporting and cultural activities in Boggabilla and Goondiwindi;
- Student exchange program to other rural schools;
- Excursions on a regular basis;
- Visits to schools in other areas;
- Individual school to work planning appropriate to age groups;
• Language and culture study units;
• More opportunities for performing arts – music, art, drama, etc;
• Confidence-building programs – martial arts, music, drama etc;
• Skills training in various sports;
• Continuation and extension of the after-school activities program;
• Talented Education program or activities.

A focus on the academic achievement of students through:
• Continuation of L3 and Reading Recovery;
• Implementation of numeracy support programs;
• Review of programming;
• Focus on quality teaching by all staff. Further training in PBL and the Positive Culture Grid;
• Training in the effective use of technology to improve teaching/learning;
• Interpersonal, conflict resolution and negotiation skills training;
• Further training in cultural awareness and understanding and indigenous history;
• Further training of staff in literacy and numeracy support programs.
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.

Sharlene Deamer – Classroom Teacher                  Marie McMicking – Early Learning Teacher
Stephen Edwards – AECG President                      Margaret Sloan – Executive Principal
Cathie Fayle – Teacher Librarian                      Beatrice Torrens – Classroom Teacher
Richard Hair – Secretariat                             Sue Watt – School Administrative Manager
Erin Littlewood – Classroom Teacher                   Glenn Wirth – Technical Support Officer

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:


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