School context statement

Tamworth South Public School, located on the western side of the Peel River in expansive grounds provides a rich, diverse and secure environment and serves the educational and welfare needs of its 730 students from a diverse range of backgrounds within the city of Tamworth.

Our school is focused on the development of the whole child offering a positive, inclusive educational experience within an environment that is spacious, well equipped and well-resourced where children have the opportunity to pursue personal excellence.

Academic, cultural and sporting programs support children in developing the values of respect, excellence, responsibility, cooperation, honesty and participation. Recognition of effort in addition to achievement fosters an enthusiasm for learning and encourages the pursuit of individual ‘best’ which is reflected in our students’ high achievement in national testing, sporting and cultural competitions.

Staff provides expert delivery of the core subjects for N.S.W. Australian curriculum and N.S.W. curriculum through the provision of innovative, differentiated and creative learning experiences that are designed and implemented collaboratively.

In addition to the core subject areas, our school supports learning through state of the art technology in all classrooms, a technology centre, whole school programs that provide both extension and remediation in literacy and numeracy for individual students and, a highly regarded special programs unit offering structured individual support.

Positive Behaviour for Learning forms the backbone of our personal, social and student welfare culture through the school’s key message of ‘RESPECT for SELF, OTHERS and SCHOOL’ in challenging children to strive for personal excellence, care for each other and identify with the school in realizing its goal for its children as socially responsible leaders of our community now and in the future.

Our school is exceptionally well supported by many carers, parents, grandparents and community members who volunteer their time to assist the schools with its music programs, classroom assistance, canteen, dance and sporting programs. Our Parents and Citizens association co-ordinate and organize special activities and fundraise for the benefit of our students, contributing much to the lives of the children at our school.

At Tamworth South we work together to ensure that our primary goal is a quality education for our students. We value the support given as our school continues to develop as a safe and happy environment for all.

SRC/SLC Report 2014

This year the SRC consisted of 24 elected representatives from year 6. They included Kyle Bateup, Connor Blair, Braidy Jennings, Sam Jenkins, Fletcher Partlin, Lachlan Maher, Oscar spinks, Halen Godley, Lachlan Wilson, Cody Taylor, Hayden Lock, Rhanee Coleman, Olivia Collison, Lucy Hofman, Hayley Flemming, Kayla Muscat, Aeren Moore, Elizabeth Woods, Cailey Walker, Molly Beare, Ella-Bleu Ford, Jemma Eggins and Elisha Essery. Together with SLC members (representatives from classes 3-6) the committee met regularly to discuss issues affecting all students and staff at TSPS. Their responsibilities included the daily raising of the flags, collecting the mail, organising equipment in the sport shed, setting up and running special assemblies and greeting guests to our school. Students also helped to promote special events such as ‘Clean Up Australia Day’, our Art Show and at special Infant gatherings. Students raised money for local charities including cystic fibrosis on Crazy hair Day, Harmony Day, Blue Day (for one of our ex-students injured in an accident) and the Christmas Giving Tree which saw donations given to the Smith Family. A highlight of this year’s fundraising was ‘Talk Like a Pirate Day’ with students walking the gangplank to donate to the treasure chest for cancer research. This year’s SRC/SLC were active, responsible leaders and role models for all students.
P and C Report

Thank you parents and staff for your ongoing and continued support of the P and C during 2014.

It has been a year of challenges and change but one that will be remembered for its significant contributions to the school.

I would like to begin by thanking those who have continued to give up their time in support of our organisation at a particularly challenging time for the P and C Association as a whole. This year has been one of purging at the head body of our organisation due to conflicts but our school organisation remains strong for the benefits of our community.

The PAC has undergone some significant change. Melissa Moore led the fundraising group with a great deal of enthusiasm and in doing so raised significant funds for our school. Activities this year included: Grandparents Day book stall, the hugely popular Mothers’ Day and Fathers’ Day stalls that were run from the Library (thanks to the generosity of Mr Bailey), calendars with children’s artwork and the introduction of the ‘Caravans for Country Music’ operation which raised over $14000 in its own right. Bunnings BBQ’s were also manned by a large contingent of parents and staff throughout the year contributing funds for the school.

The clothing Pool led by Melissa Moore, continued to support a number of families with uniforms throughout the year and saw the introduction of beanies and scarves as part of the winter uniform. We wish to thank Melissa and her band of volunteers for their ongoing support.

Chris Knee, our canteen manager continues to ensure that the canteen supplies food of high quality to our students and maintains a small profit margin for the ongoing upkeep of this valuable resource.

During 2014 the erection of the community BBQ came to fruition. This structure now provides the school with a permanent area for community get-togethers and has been regularly used by our sporting clubs, community organisations and stages for activities. The purchase of the defibrillator was also completed with all staff now being trained in its use. We have also provided gifts and awards for Presentation Day, provided decorations for the Year 6 Formal and invested some money for long term goals.

Being a member of the P&C can bring a great deal of personal enjoyment and satisfaction and I encourage more members from our school community to come along and join us. The P&C meet on the second Wednesday of the month. Tamworth South community is strong and vibrant because people care about what happens. Please become involved in any way you can. Your opinion matters and important decisions are made at meetings that continue to improve the educational opportunities for our children.

Katrina Grant
P&C President

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>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
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Total 93.5 93.5 93.0 93.0 93.2 93.1

Student attendance profile

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<thead>
<tr>
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<th>Total</th>
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<td>93.8</td>
<td>94.1</td>
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</table>

Total 92.1 94.4 94.3 94.2 94.7 94.8

Management of non-attendance
Student attendance is monitored on a regular basis. Parents/Carers of students with unexplained absences are contacted to ensure explanation of absences. This contact may take the form of a phone call, a letter from the school or the Department of Education and Communities attendance letter. Regular school newsletter inclusions are also used to remind parents/carers of the need to explain student absences promptly.

Children who are absent from school due to sickness for long periods of time are asked to provide a medical certificate to support explanation of absences.

Late arrivals to school and early leavers from school are recorded at the school office.

Contact with the Home School Liaison Office (HSLO) takes place regularly.

Parents are urged to contact the school about any attendance issues and are reminded that notes are required for all absences within 7 days.

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>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.172</td>
</tr>
<tr>
<td>Total</td>
<td>53.044</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Throughout 2014 we have been fortunate to have 8 Indigenous members of staff at Tamworth South Public School.

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>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>22</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Two teachers were successful in gaining accreditation at competency level in 2014. In order to achieve this staff have to demonstrate abilities in a range of skills and knowledge based on development of programming and lesson delivery competencies. Accreditation is granted after evidence is produced to support the demonstration of skills at the level of teaching expected.

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>2014 Actual ($)</th>
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</thead>
<tbody>
<tr>
<td>Opening Balance</td>
</tr>
<tr>
<td>Revenue</td>
</tr>
<tr>
<td>Appropriation</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
</tr>
<tr>
<td>Grants and Contributions</td>
</tr>
<tr>
<td>Investment Income</td>
</tr>
<tr>
<td>Gain and loss</td>
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<td>Other Revenue</td>
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<td>Expenses</td>
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<td>Recurrent Expenses</td>
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<td>Employee Related</td>
</tr>
<tr>
<td>Operating Expenses</td>
</tr>
<tr>
<td>Capital Expenses</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
</tr>
</tbody>
</table>

RAM Funds

- Base (69.8%)
- Location (0%)
- Aboriginal (2.6%)
- Socio-Economic (5.9%)
A full copy of the school’s 2014 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 2014**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3 and 5, 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)

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

We had 197 students sit the Year 3 National Assessment Program. In Reading 54.5% of students achieved in the top three achievement bands and 4.5% of students were placed in the bottom band; in Writing 58.3% of students achieved in the top three achievement bands and 0.9% were of students were placed in the bottom band; in Spelling 56.5% of students achieved in the top three bands while 3.5% of students were placed in the bottom band; in Grammar and Punctuation 58.3% of students achieved in the top three achievement bands and 9.6% of students were placed in the bottom band.

**Year 3 NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>390.2</td>
<td>378.5</td>
<td>418.8</td>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>20</td>
<td>26</td>
<td>27</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.5%</td>
<td>17.4%</td>
<td>22.6%</td>
<td>23.5%</td>
<td>20.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>6.5</td>
<td>12.5</td>
<td>24.6</td>
<td>21.6</td>
<td>21.0</td>
<td>13.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>7.6</td>
<td>21.4</td>
<td>17.0</td>
<td>23.7</td>
<td>18.1</td>
<td>12.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
<td>12.2</td>
<td>22.5</td>
<td>23.4</td>
<td>25.2</td>
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</table>

**Year 3 NAPLAN Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>386.7</td>
<td>372.8</td>
<td>427.1</td>
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**Skill Band Distribution**

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<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
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<td>Number in Bands</td>
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<td>11</td>
<td>26</td>
<td>29</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>9.6%</td>
<td>9.6%</td>
<td>22.6%</td>
<td>25.2%</td>
<td>17.4%</td>
<td>15.7%</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>8.0</td>
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<td>19.4</td>
<td>24.4</td>
<td>17.9</td>
<td>19.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>10.4</td>
<td>12.7</td>
<td>25.0</td>
<td>24.1</td>
<td>15.8</td>
<td>12.0</td>
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<td>8.3</td>
<td>15.3</td>
<td>21.1</td>
<td>20.9</td>
<td>29.7</td>
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</table>

**Year 3 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>389.9</td>
<td>364.7</td>
<td>401.5</td>
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**Skill Band Distribution**

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<td>Number in Bands</td>
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<tr>
<td>Percentage in Bands</td>
<td>0.9%</td>
<td>12.2%</td>
<td>28.7%</td>
<td>33.9%</td>
<td>18.3%</td>
<td>6.1%</td>
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<tr>
<td>School Average 2011-2014</td>
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<td>30.4</td>
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<td>6.8</td>
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<tr>
<td>SSG % in Bands 2014</td>
<td>8.3</td>
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<td>28.0</td>
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<td>20.3</td>
<td>3.0</td>
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<td>33.3</td>
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**NAPLAN Year 3 - Numeracy**

We had 197 students sit the Year 3 National Assessment Program. In Numeracy 48.2% achieved in the top three achievement bands and 8.2% of students were placed in the bottom band; in Data, Measurement, Space and Geometry 45.5% of students achieved in the top three bands and 6.4% of students were placed in the bottom band and in Number, Patterns and Algebra 47.3% of students achieved in the top three bands and 10.9% of students were placed in the lowest band.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

We had 93 students sit the Year 5 National Assessment Program. In Reading 50.5% of students achieved in the top three achievement bands and 4.3% of students were placed in the bottom band; in Writing 41.9% of students achieved in the top three bands while 4.3% of students were placed in the lowest band; in Spelling 61.3% of students achieved in the top three bands and 6.5% of students were placed in the bottom band; in Grammar and Punctuation 50.5% of students achieved in the top two bands and 5.4% of students were placed in the lowest band.

Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>12.0</td>
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Year 5 NAPLAN Writing

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<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
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<th>State DEC % in Bands 2014</th>
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</thead>
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</table>

NAPLAN Year 5 – Numeracy

We had 93 students sit the Year 5 National Assessment Program. In Numeracy 50% of students achieved in the top three bands and 12% of students were placed in the bottom band; in Data, Measurement, Space and Geometry 41.6% of students achieved in the top three bands and 8.7% of students were placed in the lowest band and in Number, Patterns and Algebra 47.9% of students achieved in the top three bands and 13% of students were placed in the lowest band.

Year 5 NAPLAN Numeracy

<table>
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<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
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Other achievements

Creative Arts Report, 2014

Once again many students at Tamworth South were involved in dance opportunities during 2014.
Some of our talented dancers attended a Dance Camp from the 7 April to the 11 April at Lake Keepit Sport and Recreation Camp. The students combined with other students from around the region and were taught choreography in a range of dance styles. They also worked on developing their dance skills and technique. The students were fortunate enough to work with professional choreographers from Tamworth and Sydney. The choreographers who shared their skills and expertise were; local Principal of the Tamworth City Dance Studio Kellie Singh; Bridget Long, who has graduated from Brent Street Dance School in Sydney and David Camm who teaches dance at the Sydney Dance Company. The students really gained a lot from this week. These students formed Senior, Intermediate and Junior Regional Ensembles and prepared items which they performed at the New England Regional Dance Festival.

Dance Festival was staged again at the TRECC from Monday 11 August through to Saturday 16 August. Tamworth South infants entered a Kindergarten Dance called ‘Fireworks’ and a stage 1 dance called ‘Put a smile on your face’ which was choreographed by some stage 3 students. The stage 2 primary students entered a spectacular dance called ‘Power’ with flashing ultra violet lights which really wowed the crowd. Some stage 3 students choreographed an energetic dance called ‘About to Blow’ which they performed again at our presentation day.

This same group of students auditioned successfully for the Sydney School’s Spectacular in November and danced in the Massed Dance segment ‘Waves of Fun’.

These dancing opportunities were a wonderful and worthwhile experience for all students involved. They will treasure the memory of performing on such a huge stage for many years to come.

Gifted and Talented Education 2014

Gifted and Talented students benefit greatly when grouped with like-minded peers. The aim of the class is to cater for each individual student’s interests, abilities and talents across the whole spectrum of giftedness. The curriculum in the OC class is compacted, eliminating areas of repetition and streamlining the learning experiences. Units of work are differentiated to suit each individual student’s needs and learning style and enrichment, extension and acceleration is provided through contract work, cooperative learning groups and problem based learning tasks. Students learn to direct their own learning and develop as autonomous lifelong learners.

Students in the OC class produced some amazing learning centres in 2014 as a result of their major research contract. The students worked on their own personalised research contract during Semester One where they were able to choose from a wonder of the world, a memorable moment in history or a prominent person. The students developed a learning centre which included an introductory speech, a visual and multimedia display and interactive activities. The students then presented their learning centres in the hall during the week to the whole school community including parents, friends, special guests and other classes. The student’s giftedness has been catered for through these Personalised Learning Contracts based around the following learning models and theories; ‘Gardiner’s Multiple Intelligences’, ‘Bloom’s Taxonomy’ as well as the ‘Williams’ and ‘Maker’ models. Students are given the opportunity to choose tasks within their interest domains. These models also help students to develop skills in complex thinking and reasoning. Students deepen their curiosity and use their imagination to find
solutions to problems using flexible, original and elaborative thinking. They are also encouraged to risk-take with their learning through tasks which are rich in complexity. The final and most important idea behind the ‘Maker’ model is that learning needs to be relevant and purposeful to the ‘real world’ and presented to ‘real’ audiences.

Last year Mrs Inglis attended a three day Gifted and Talented Conference in Sydney. It is here where the knowledge and inspiration around Student Voice, Problem Based Learning Tasks and Cooperative Learning Groups was fostered. Students have been involved in regular weekly discussion forums where they discuss real world issues in groups from different perspectives and brainstorm strategies to deal with these problems and possible solutions.

During 2014, students took part in weekly video conferences with South Korea as part of an Asian Connections project with the University of New England. These conferences are a great way to expose and teach students about different cultures. It also gives the students the opportunity to teach others about their own culture. The students prepared and exchanged PowerPoint presentations about their own language and culture. The students also participated in a virtual excursion to the Great Barrier Reef. At the end of the year we exchanged Christmas cards and gifts with a cultural flavour.

The OC class worked with mentors from Peel High School during the year as part of a middle school initiative and high school transition and enrichment program. The OC class learned about debating in Term 1 and studied French in Term 2 with Miss Stewart. During Term 3 and 4 we learned about Japanese language and culture with Miss Hatton. We also took part in a PE sport coaching program run by Peel High School senior students.

Public Speaking 2014

Students in Year’s 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition again in 2014. Students were asked to prepare a speech on a topic with a multicultural perspective. The final ‘Speak Off’ was held at school on Wednesday 18 June and the winning Stage 2 and Stage 3 finalists proceeded to the Local Finals at Tamworth Public School on 24 June. Unfortunately, the impromptu speaking challenge prevented our students from making it through to the regional finals, but they delivered some excellent prepared speeches which impressed the adjudicators. We will be focusing on improving this skill so we are ready for next year’s challenge.

Students from Stage 2 and 3 also competed in the Premier’s Spelling Bee in 2014. The School ‘Spell Off’ was held on Tuesday 19 August. The four school finalists competed in the Regional Finals and one of our Stage 2 finalists made it to the state finals in Sydney. This is the second year in a row that Tamworth South has had a representative in the Spelling Bee’s State Final.

Students in Stage 3 focused on debating during Term 2 and 3. Some interested Stage 3 students participated in a debating workshop on Monday 26 May as part of their preparation for the Premiers Debating Challenge. These students impressed the adjudicators who praised them for their wonderful public speaking skills and debate preparation during the workshop. The students then prepared and competed in debates against other schools as part of the Premier’s Debating Challenge. Tamworth South Stars won 2 out of their 4 debates. Members of the debating team were Maddie Chambers, Jacquelyn Sayabath, Dakotah Barnett-Suey, Teia Hulley, Elizabeth Woods, Riley Frankel, Emma Shanahan, Hannah Kamminga, Tobias Kirk and Thomas Ellis.

Positive Behaviour for Learning 2014

PBL was active again this year. It is a whole school program that promotes and models positive behaviour across the school and involves all students, staff and members of the community. Its focus relies on students taking ownership of their behaviour and promoting it in a positive way. Each month students are nominated by staff to receive a “Star of the Month” badge for consistently modelling respect for self, others and school in their everyday behaviour. Nominated students attend an afternoon tea where a student form each stage is presented with a trophy for their outstanding behaviour. The Art Show was a major event that celebrated and recognised the talents of our students. All classes and most students entered an artwork focusing on ‘Water’. Our hall was transformed for a special opening and exhibition which was judged by parents and members of our local community. 2014 also saw improved signage and several large pencils in our gardens that promote positive change. Several staff members attended a PBL
Expo in Newcastle to showcase PBL at TSPS and to gather ideas for the next stage of PBL in classrooms.

**Sport for Stage 3 2014**

During weekly sport and PE lessons in 2014 students from Stage 3 participated in many activities designed to increase their skills in a broad range of sports. In terms 1 and 4 students were given the opportunity to select a range of off-site sports. Swimming sessions were held at Scully Park, ten pin games at Anne Street Stadium and basketball, netball and indoor soccer at the Sports Dome. Those students who were unable to participate in these sports remained at school and participated in Zumba sessions, softball games, touch football and minor games. Fitness training and preparation for the cross country carnival was provided with all students running laps, focusing on improving personal performances. Cross-fit activities were introduced which enabled teachers to accurately assess whether students had improved their endurance, strength, agility and team skills over a specified period of time.

The major focus of sport activities in Term 2 was athletics and field events so that students could develop confidence in their abilities and participate in the school athletics carnival. Students were given instruction and opportunities to practice skills in high jump, long jump, discus, shot-put, team ball games and relays.

Tamworth Regional council provided all students with training in cardio pulmonary resuscitation during Term 3.

Class based, mixed gender sports lessons commenced in Term 3. Sports included cricket, football, hockey, ultimate Frisbee, netball, oz tag, T-ball and cricket. Students also participated in bush dancing and Zumba.

A number of students were also involved in weekly dance practice for items for the Dance Festival.

**High School Enrichment 2014**

Year 6 students were given the opportunity to participate in enrichment programs at Tamworth High School several days this year. They were able to experience many of the activities available there such as woodworking and food technology.

Year 5 also went to Peel High for ‘taster sessions’ which gave them an insight to student life at Peel High. Peel High teachers visited TSPS and explained their GAT class and other opportunities available at their school.

Students from Year 10 at Peel High also visited our school to run PE sessions with two senior classes on Fridays. These were a series of games that involved problem solving, collaborative thinking and team work.

**Premier’s Spelling Bee 2014**

All primary students competed in the Premier’s Spelling Bee and class finalists were chosen to ‘spell off’ in two sections- Stage 2 and Stage 3. Georgia Lock (from Stage 2), Molly Beare and Hayden Lock (from Stage 3) represented our school at the Regional Finals at Nemingha. Georgia was successful at this level and attended the State Final in Sydney.

**Early Stage 1 Sport 2014**

Early Stage 1 students have been involved in a variety of physical activities throughout 2014. In term 1 the children learnt a number of dances which were both traditional and modern. Some of these were then performed for the school community on a number of occasions. In term 2 and 3 the children participated in rotational sports groups. The children stayed within their class group but rotated around different teachers. The activities included ball skills, playground equipment, kicking and trapping, obstacle courses and Aboriginal games. Many of the activities presented in term 4 were of a similar nature to terms 2 and 3 with a concentration on skills development and dance. Dance Festival led to some disruption to rotations during terms 3 and 4 but all Early Stage 1 classes participated in 20 to 30 minutes PE each day. These lessons included games skills, upper body strength, ball skills and Fundamental Movement Skills.

**Sport 2014**

Year 2 participated in weekly sport and PE activities including volleyball, cricket, T-Ball, Indigenous games, skipping, throwing and catching, basketball, ballgames and other ball activities. Fundamental Movement Skills and associated activities underpinned these activities.
In weeks 5 and 7 of term 4, 102 year 2 students participated in the School Swimming and Water Safety Program. Year 2 students also had a timetabled dance session on Wednesdays throughout the year.

Year 1 and 2 students participated in hockey skills development delivered by a visiting officer. Year 2 students also trained and ran in the Tamworth South Public School Cross Country held in the school grounds.

A number of students from years 1 and 2 participated in the New England Dance Festival held at the TREC (Tamworth Regional Entertainment Centre).

On Tuesday June 17 the whole school participated in a Commonwealth Games Fun Day run by the Sydney based company, ‘Be Skilled Be Fit’. During the lead up to this event, students were placed in 16 teams and completed activities to support the country they were representing.

The emphasis on the day was teamwork and having fun. The students marched in their teams for the Opening and Closing Ceremonies. Separate sessions were run for K-2 and 3-6. The day was an outstanding success with many parents and carers joining the students.

183 students represented Tamworth South at Tamworth Zone PSSA trials in 16 sports. 95 students were selected in Tamworth Zone PSSA teams to attend North West School Sport Association trials with 32 students representing North West School Sport Association at 11 NSWPSSA Carnivals.

Tamworth South continues to be a ‘SunSmart’ and ‘Crunch and Sip’ school promoting good health choices.

In 2014 Tamworth South entered 13 NSWPSSA Knockouts giving many students the chance to represent their school. The girls’ netball and touch sides proved to be the most successful teams by reaching the state finals.

Joey mead and Lucy Hofman were awarded Sportspersons of the year in 2014.

Early Stage 1 students have been involved in a variety of physical activities throughout 2014. In term 1 the children learnt a number of dances which were both traditional and modern. Some of these were then performed for the school community on a number of occasions. In term 2 and 3 the children participated in rotational sports groups. The children stayed within their class group but rotated around different teachers. The activities included ball skills, playground equipment, kicking and trapping, obstacle courses and Aboriginal games. Many of the activities presented in term 4 were of a similar nature to terms 2 and 3 with a concentration on skills development and dance. CAPERS led to some disruption to rotations during terms 3 and 4 but all Early Stage 1 classes participated in 20 to 30 minutes PE each day. These lessons included games skills, upper body strength, ball skills and Fundamental Movement Skills.

The Annual Infants Athletics carnival held on the first Friday of term 3 was enjoyed by all students and the many parents and friends who attended. Students ran in their age races and participated in rotational tabloid activities. A fun day was had by all.

During term 2 on a Friday afternoon Tamworth High School students visited the year 1 children to take them through a sports skills program under the guidance of Mr Porter. The Tamworth High students assessed the year 1 children and then developed a skills program appropriate for each student. The benefits to both high school and year 1 children alike were clearly evident and the program was extremely successful.

Stage 1 sport focused on the development of good physical activity habits so that our students can begin to understand the importance of physical development for health and fitness.

In class sport, the students participated and performed in dance, minor and major games and Fundamental Movement Skills, developing and refining their proficiency.

Year 1 students participated in yoga, Zumba dance sessions and intensive ball skills sessions.
The students were introduced to major games in term 4. Throughout the year the students of year 1 also participated in the Brain Gym program to develop whole brain learning through simple movements and exercises. The huff and puff physical activity sessions and cross fit sessions also assisted in improving students overall fitness.

Year 2 participated in weekly sport and PE activities including volleyball, cricket, T-Ball, Indigenous games, tennis, skipping, throwing and catching, basketball and Fundamental Movement Skills based activities.

In weeks 7 and 8 of term 4 most year 2 students participated in the School Swimming and Water Safety Program. Year 2 students also had a timetabled dance session on Wednesdays throughout the year.

Year 1 and year 2 students were also engaged in hockey skills delivered by a visiting development officer. Year 2 students also trained and ran in the Tamworth South Cross Country held in the school grounds.

A number of students participated in the Early Stage 1 and Stage 1 massed dance at CAPERS.

Children from Stage 2 took part in a sport session once a week and at least one timetabled fitness session each week. They were placed in mixed teams for sports sessions and were on a two week rotation in order to practise skills before playing games. Stage 2 children focused on kicking and trapping skills, locomotion and coordination, throwing and catching, skipping, fixed equipment, circuits and basketball skills during physical education lessons. During the Stage 2 sport sessions the children were exposed to skills in the sports of touch football, football, T-Ball, minor games, basketball, netball, hockey, tennis, cricket and newcombe ball. Students were also encouraged to train for the school cross country.

Most Stage 2 classes also took part in different forms of dance. These included bush dancing such as the Heel Toe Polka and Zumba where the children learnt the salsa and other forms of dance from different countries such as Columbia.

43 Stage 2 students participated in the Stage 2 massed dance at CAPERS.

During their weekly sport and physical education lessons in 2014 students from Stage 3 participated in an array of activities designed to increase their skills in a broad range of sports.

In Term 1 students, in mixed gender groups, took part in sports activities including basketball, cricket, T-ball, touch football, volleyball and minor games. Fitness training and preparation for the cross country carnival was provided with all students running laps, focusing on improving personal performance. PE Class groups practised kicking, striking and skipping skills, as well as doing a variety of relays and crossfit activities to further increase fitness levels. One Year six class also had specific running skill training provided by coaches from NIAS.

The major focus of sports activities in Term 2 was athletics and field events so that students could develop confidence in their abilities and participate in the school athletics carnival.

Students were given instruction and opportunities to practise skills in high jump, long jump, discus, shotput, team ball games and relays. Fitness activities continued with students practising catching, throwing, hockey and fundamental movement and coordination skills.

Tamworth Regional Council provided all students with training in cardio pulmonary resuscitation during Term 3.

Class based, mixed gender sports lessons resumed in Terms 3 and 4. Sports included cricket, Football (soccer), hockey, Ultimate Frisbee, netball, Oz tag, soft cross, T-ball, tennis, golf and touch football. Students also participated in bush dancing. Fitness activities focused on striking, catching, throwing, skipping and agility skills. Students also participated in Crossfit and Zumba.

A number of students across all stages were involved in weekly dance practice for CAPERS which culminated in the Performances in early November.

The Active After School Communities program is sponsored by the Australian Sports Commission offering children the opportunity to be active in the after school time slot. The program is free, runs for seven weeks each term and provides trained coaches plus a fruit snack each week. Our numbers show that students support the initiative with both Monday and Thursday
afternoons achieving average attendance of 25 children. Activities offered this year included hockey, golf, basketball, tennis, cricket and belly dancing. Our thanks go to Miss Walmsley and Miss Inglis for coordinating the activities each week. The ultimate aim of the program is for the children to pursue their sport by joining a local sporting club and in a few instances this has been successful.

145 students represented Tamworth South at Tamworth Zone PSSA trials in 16 sports. 69 students were selected in Tamworth Zone PSSA teams to attend North West School Sports Association trials with 22 students representing North West School Sports Association at 12 NSWPSSA Carnivals.

In 2014 the students of Tamworth South took part in the Premier’s Sporting Challenge during terms 2 and 3. The students kept a record of time spent involved in physical activity both at school and outside of school. Students were encouraged to increase their time being active, enabling each child to reach a higher level of fitness. All students involved in the Premier’s Sporting Challenge received a certificate of achievement at the conclusion of the challenge. The school also received marking a Platinum Level of Achievement in the Premier’s Sporting Challenge.

Tamworth South continues to be a ‘SunSmart’ and ‘Crunch and Sip’ school promoting good health choices.

In 2014 Tamworth South entered 13 NSWPSSA Knockouts giving a good number of students the chance represent their school. These teams met with varying success.

Our girls netball team were successful in becoming runners up in the State PSSA Knockout. This was an outstanding achievement from a dedicated group and a dedicated coach in Mrs Floyd.

Lauren McGill and Logan Barnes were awarded Sportspersons of the year in 2014.

**Significant programs and initiatives – Policy and equity funding**

As well as a strong academic focus, Tamworth South Public School continues to offer a range of programs to enrich students’ learning and develop social, cultural, sporting and personal development. Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment.

Throughout 2014 our school offered a number of programs to give extra educational support. These include:

- Transition to Kindergarten
- Environmental Education
- Technology Program
- Programs for students with disabilities
- Gifted and Talented program including one Opportunity Class
- L3 – Learning, Literacy, Language
- Breakfast Program
- Learning Support Program
- Early Stage 1 / Year 5 and 6 Buddy Program
- Student Leadership Program
- Positive Behaviour for Learning (PBL)
- Personal development and health programs which focus on student wellbeing, health and safety
- Instrumental and Choral Programs
• Sporting teams and opportunities for individual and team sports at school and representative levels

Aboriginal education

At Tamworth South we are focused on building everyone’s knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia. It is every teacher’s responsibility to ensure this is happening in our classrooms. At Tamworth South we have a large and motivated Aboriginal Education group who meet regular to discuss strategies to help support both our students and staff in this area.

In 2014 the committee, in collaboration with elders Len Waters and Neville Sampson, developed and ran an Aboriginal Cultural understanding program for the staff. The program included development of shared understandings of prejudice, an understanding of the stolen generation and the impact this has had on our Aboriginal people in the past and the impact it continues to have, understandings about Aboriginal Education policy and how it relates to Tamworth South and discussions about improving our Aboriginal students outcomes.

The two day program included visits to significant cultural sites to observe the importance of Gamilaroi in the Tamworth Region.

Our school’s focus over the next stage of school development is to embed cultural understandings into all cultural and educational practices.

Norta Norta

2014 saw another successful Norta Norta program at Tamworth South. This program assisted students in years 4 and 6, who needed additional support in the areas of numeracy and literacy. The targeted students were identified by their previous NAPLAN results and gave the tutor a starting point to begin accelerating progress in their achievement.

Keira Usher is appointed as the tutor. As a familiar face at our school, Keira is able to connect readily to her students and them with her. She guided them through a daily program designed to develop skills and understandings that would enable them to independently participate in class activities. The success of this program was seen in the increased confidence and willingness to participate in their home class.

Multicultural education

At Tamworth South we recognise and value the backgrounds and cultures of all students. We do this by ensuring that our teaching programs and practices are inclusive and promote an open and tolerant attitude towards different cultures, religions and world views.

This year two classes again had the opportunity to link up with Gyoha Primary School in South Korea as part of the Korea Connect program. The students linked up via our video conferencing facilities and took turns in delivering PowerPoint presentations to each other. Topics such as ‘Our School’, ‘Traditional Food’, ‘Traditional Stories and Songs’, allowed the students to gain insight into each other’s culture.

Harmony Day was also an opportunity to celebrate our diversity and was one of the highlights of our school year.

NATIONAL PARTNERSHIP 2014

The National Partnership program continued in 2014. Following the successful instructional leadership and mentoring model, classes across Early Stage One to Stage Three, received in-class demonstrations and support in data collection. Teachers developed their capacity in teaching the new English syllabus and unpacking the Literacy continuum aspect of Comprehension.

Eight teachers and approximately 207 students, ranging from year one to year six, were involved in this project.

Classes were introduced to the Super Six Comprehension strategies. The time-tested strategies for teaching Reading Comprehension were delivered in a systematic and explicit method. When addressing texts the students experienced tasks that strengthened their understandings. This involved Connection to Self, Text and World; Prediction, Monitoring, Visualizing; Questioning and Inferring. The older students also experienced guidelines on how to Skim, Scan and Summarize.

Teachers were guided into producing rich text sets that integrate with the themes studied in class. Students experienced high order questioning, multimodal texts and analysis strategies. Assessment was formative and summative.

Data from each class was collected at the beginning and completion of each semester. The majority of students in the classes displayed
steady progress through the learning clusters of the continuum. From this information, teachers developed a series of learning opportunities to consolidate and promote further progress.

This program will be sustained by a team of teachers who will continue to reinforce the Super Six strategies and strengthen their teaching pedagogy through collegial professional development. All teachers will track student progress in PLAN and address the specific needs of their class when accessing the Literacy continuum.

**Learning and Support**

**Reading Recovery**

Reading Recovery has been operating at Tamworth South Public School for 13 years. It is designed for Year One students who are clearly experiencing difficulty in Literacy Learning after one year at school in a good classroom program. Children with the lowest literacy achievement were eligible.

Our Reading Recovery allocation for 2014 allowed Mrs Janine Mills and Mrs Marilyn Smith to take 10 students onto the program at the beginning of each semester. Each student was taught for thirty minutes each day for a maximum of 20 weeks.

**Achievements**

- There were 2 carry over students from 2013 to 2014;
- 22 children from Year One (enrolment 96) accessed the program during the year. This is approximately 23% of students in Year One;
- 6 children who accessed the program were from ATSI background;
- 15 students successfully completed the program. Three were referred for processing (RP) and currently access the Learning and Support Teacher program (LaST) and 4 were carried over to 2015;
- Children were supported in their classrooms, having good opportunities to build on their reading and writing skills;
- Reading Recovery teachers and LaST continue to collaborate to ensure access to each program is equitable;
- 12 Boys and 10 girls accessed the program in 2014;
- Attendance for the majority of students was very good;
- Monitoring of Years 2 and 3 past Reading Recovery students has become more manageable with the introduction of a system in which classroom teachers know when data is due to Reading Recovery; and
- Certificates were awarded at assembly to students exiting the program to publically acknowledge students success on the program.

**Issues:**

- Parental support with home reading and attendance is not consistent with some students.
- Monitoring of discontinued students continues to be an issue due to time constraints.
- Ongoing communication with teachers of Reading Recovery students’ needs to be encouraged.

**Recommendations**

- Reading Recovery material be replenished and updated to better meet the changing needs of students – technology, boys education, cultural/Indigenous themes, high interest/low ability and non-fiction.
- Conduct staff development sessions on:
  - analysing running records,
  - using this information to instruct guided reading.
  - the need for support and monitoring of Reading Recovery students by the classroom teacher.
- Reading Recovery teachers attend Stage 1 parent information evening in 2015 to inform parents about the program and promote Reading Recovery.

**Students with Special Needs**

Tamworth South Public School has four Support Classes catering for students with disabilities. The classes consist of an Early Intervention Support Class; two Support Classes for students with Moderate to Severe Intellectual Delays; and a District Behaviour Support Class. All classes attract a Learning Support Officer and a qualified teacher.

The Early Intervention Unit is specifically designed to help develop and broaden the way
children with special needs prepare for school. Through individualised programs children work towards becoming confident and involved learners. The Unit caters for a diverse range of children with special needs and is facilitated by a classroom teacher and a Learning Support Officer.

The majority of the children attend two mornings a week from 9:30am to 12:00 noon where they participate in school readiness activities, sensory programs and play based learning programs whilst having social skills taught and reinforced. Communication is enhanced through the use of visuals and Key Word Signing. Throughout the year other professionals such as Speech Therapists, Occupational Therapists and Itinerant Support Officers visit the classroom to work with their clients in the classroom setting.

In 2014 the class consisted of twenty one children diagnosed with Mild to Severe Developmental Delay, Autistic Spectrum Disorder, Receptive and Expressive Language difficulties, Hearing loss and cerebral palsy. Of the twenty one children enrolled, twelve have been transitioned into mainstream Early Stage 1 classes (including one into the Catholic Education System and one into a private school), one into an IO Support class, and one into a School for Special Purposes. The remaining six will attend the Early Intervention Unit again next year. This year we also had the unique situation in which a Kindergarten boy joined our class, awaiting a position in an MC class. He joined in our activities and was transitioned into a Kindergarten class in the afternoons.

The Junior Support Class for students with Moderate to Severe Disabilities had an enrolment of ten students from Kindergarten to Year Two. There are two students in Kindergarten, two in year One and six in Year Two. The class gender is fairly balanced with six boys and four girls. Four of the children are Aboriginal. All students spent time integrating with their mainstream peers for a variety of activities including Scripture, Singing, Sport and Dance. The students in the Junior Support Class have participated in all whole school activities including activities relating specifically to their grades.

The Senior Support Class for students with Moderate to Severe Disabilities had an enrolment of nine students. There are five students in Year Five, one in Year Four and three students in Year Three. Four students are Aboriginal. All students participated in age appropriate classes for integration with their peers. The subjects or classes the students attended were specifically selected on their individual interests, abilities and talents. Students were given the opportunity to attend the grade excursions to Dubbo, Port Macquarie and Broken Bay. The students from the Senior Support Class with two students who are integrated into mainstream classrooms participated in the Disability Dance Workshop at Bullimbal.

Both classes have been part of the school Athletics Carnival; the Walkathon; the Premier’s Sporting Challenge and Premier’s Reading Challenge; the School Choir and Dance Festival. The Stage Two and Stage Three students attended the First Aid course with their peers.

The Behaviour Disorder Class has seven students with a teacher and Learning Support Officer. Following the review and evaluation of the program, new guidelines and clear procedures have been established for this program.

The C’CO program – Choice, Change and Opportunity was established by Mrs Leisa McMahon with the support of a Learning Support Officer. This Behaviour Program provides a range of specialist educational supports for students across Years Four to Six. Students are referred to the C’CO program by their home schools.

The purpose of the C’CO program is to provide an intensive, responsive and strategic program that strengthens and enriches academic, behavioural and social skills that will assist students function successfully within a mainstream school environment. The program supports the students and mainstream teachers to ensure the successful reintegration of students.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Focus Groups
- Interviews

School planning 2012-2014:

School priority 1

Increased levels of LITERACY & NUMERACY achievement for every student

Outcomes from 2012–2014

To ensure all students demonstrate a minimum one band growth in all literacy and numeracy strands

To increase the number of students achieving in the top two NAPLAN bands in all literacy and numeracy strands to 50%

To ensure all staff are involved in the development of whole school evaluation, strategic planning, scope & sequences, assessment benchmarks, curriculum program design and professional learning

Evidence of achievement of outcomes in 2014:

- There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities;
- The school has produced a scope and sequence for the effective implementation of Australian Mathematics curriculum;
- Positive respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners;
- Well developed and current policies, programs and processes identify, address and monitor student learning needs;
- The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment;
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development;
- Students care for self and contribute to the wellbeing of the others and the wider community; and

Strategies to achieve these outcomes in 2014

- Teachers are actively engaged in planning their own professional development to improve their performance;
- All stages contributed to the development of the Mathematics Scope and sequence during team meetings;
- Australian curriculum for NSW was used as the basis for reporting on student progress for English and Mathematics;
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning;
- Teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their learning; and
- Teachers work beyond their classrooms to contribute to boarder school programs.

School priority 2

CURRICULUM, ASSESSMENT and PEDAGOGY

Outcomes from 2012–2014

To provide challenging and relevant teaching and learning activities that develops literate and independent learners.

To ensure teachers confidently and competently use interactive technology on a daily basis to enhance quality teaching.

To demonstrate innovation in the use of interactive technology for teaching and learning.

Evidence of progress towards outcomes in 2014:

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities;
• Effective transitions are enhanced by planning processes;
• School plans elaborate on what all students are expected to know, understand and do;
• Curriculum delivery integrates technology, library and information services;
• Teachers differentiate curriculum delivery to meet the needs of individual students;
• The school has developed explicit processes to collect, analyse and report internal and external student and school performance data;
• Students use assessment and reporting processes to reflect on their learning and to develop future learning goals;
• Practices are embedded for parents to be engaged in understanding learning processes and know how to effectively support learning of their children;
• Performance for equity groups within the school is comparable to the performance of all students; and
• The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

Strategies to achieve these outcomes in 2014

• Teachers involve students and parents in planning to support students as they progress through stages in education;
• Extra curricula learning opportunities are significant, support student development and are strongly aligned with the schools vision, values and priorities; and
• Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

School priority 3
Development of STRONGER PARTNERSHIPS

Outcomes from 2012–2014

To promote school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

To increase student attendance.

To increase parental/carer engagement in supporting their child’s learning.

Improved social and emotional wellbeing and skills for life for every student.

Evidence of progress towards outcomes in 2014:

• The school leadership team engages the school community in reflecting on student performance data;
• The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts;
• Teachers take responsibility for changes in practice required to achieve improved school performance and are using data regularly to reflect on the effectiveness of their own efforts;
• Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Strategies to achieve these outcomes in 2014:

• The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practices and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes
• The school identifies expertise within its staff and the wider community to further develop a ‘professional community’.
• The school actively engages community expertise to enhance and develop its community expectations for quality learning and personal excellence.
• Communication within the school community is a shared process of improvement.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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.

A review of the 2012-2014-school plan was conducted, beginning in term 3 of 2014. Extensive consultation was undertaken with staff, parents and students to develop a plan for the future of Tamworth South and to identify the areas that contributed to school growth and those that did not.

Feedback from our community indicates a high degree of trust and expertise in determining the directions for improvement that the school wishes to embark on.

Parents indicate that communication has improved over the course of a number of years however, less than 50% of the parent population have computer and internet capabilities thus requiring the school to reintroduce paper copies of the school newsletter.

Staff and parents clearly identified the three main goals for our school within the next 3 years. The school is to have a focus on learning at all levels.

The school community demands an absolute commitment in developing quality learning experiences using NSW syllabus and National curriculum with a focus on differentiated and personalised learning. Quality assessment practices and a thorough knowledge of pedagogy are to be used in determining all learning initiatives.

Students, staff and parents believe that the recognition given to students for consistent work is a very positive aspect of Tamworth South however; it could be further enhanced by the development of a bronze, silver and gold award as a progressive recognition of excellence, framed under Positive Behaviour for Learning.

Our community wants its students to be properly equipped with sound understandings of technology for learning and communication. Tamworth South wishes to develop a culture of ‘technology as a tool but not for it to take over lives. Student learning should be about teaching students how to think, analyse and learn for themselves using a range of resources that assist this process. A key message should be: What do our students need to know in an ever expanding world and how do we ‘enable’ them to know ‘what’ learning is important.

The school environment is expansive, child friendly and enhances the sporting culture of the school. The school community’s desire is that the school to develop its strong sporting culture of excellence and participation.

Parents want to know more about how their children learn. It is their desire to support the school in improving outcomes for its students. Parents see their role in gaining a better understanding of what is taught and how it is taught.

The school’s Music program is a strength and is highly regarded for its excellence at the local and state levels. Parents want to see this continue to develop as a school initiative.

Our school leaders desire more teachers to be accredited at (accomplished and lead) levels, utilising the full capacity of the National Accreditation Framework to enhance teacher performance with the inclusion of Personal Development Plans.

Future Directions
2015-2017 School Plan

Learning

Purpose

Learning is the critical element for all of the students that attend T.S.P.S. Excellence in teaching, using explicit, guided and modelled strategies within the framework of National Curriculum and NSW syllabus will lead to improved learning for every student, regardless of background.

The provision of learning conditions to support quality learning through Positive Behaviour for learning will result in successful, responsible, respectful learners.

Our children, as learners will be literate, numerate, creative and cooperative.

Improvement Measures
In Year 3 NAPLAN Reading and Spelling, 36% of students achieve in Bands 5 and 6 with a 2% improvement each year.
In Year 5 NAPLAN Reading and Spelling, 34% of students achieve in Bands 7 and 8 with a 2% improvement each year.
In Year 3 NAPLAN Writing, 50% of our students achieve in Bands 5 and 6 with a 2% improvement each year.
In Year 5 NAPLAN Writing, 50% of students achieve in Bands 6, 7 and 8 with a 2% improvement each year.

Practices
- There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Seventy five percent of students achieving equal to expected growth.
- Positive respectful relationships across the school community underpin productive learning environments, and support students’ development of strong identities as learners.
- Well-developed current policies, programs and processes identify, address and monitor student learning needs.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making processes and planning.
- The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Curriculum, Assessment and Pedagogy

Purpose
The core business of teaching and learning is ensuring that mandated curriculum, using school based and DEC assessment frameworks to guide implementation for all students, which will be delivered by teachers who are led competently in implementing Public Schools NSW Strategic Directions in ‘fostering quality teaching and leadership’. (Creating Futures together 2015-2017).

Our teachers should look inward and outward to identify both their strengths and areas for development in developing an interdependent culture at the school and wider school community to deliver relevant, challenging and engaging learning experiences.

Improvement Measures
- 75% of Aboriginal students are demonstrating growth equivalent to or exceeding all cohort growth.
- All teachers will have a performance and development plan (PDP).

Practices
- Curriculum provision meets community needs and expectations and provides equitable academic opportunities.
- School plan elaborates on what all students are expected to know, understand and do.
- Curriculum delivery incorporate ICT and Web2 technologies and information services in classroom settings and library.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- T.S.P.S. is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.

Developing Stronger Partnerships

Purpose
Partnerships form the basis for both developing and enhancing performance. Quality partnerships utilise resources and collective knowledge to improve local and wider community perspectives, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school’s vision.

Through developing stronger partnerships with our community, educational opportunities will be strengthened, our purpose as a PBL school will be realised and we will develop interdependence with the wider community in seeking to build ALL learners capacity (staff, parents and students).

Improvement Measures
- Improved parent participation in our school-home partnerships by 20%
increase in parents attending P&C meetings and supporting the P&C.

Evaluation plan:
- Goals, progress and achievement are regularly monitored and refined as required.
- Parent, staff and students satisfaction surveys to be completed yearly.

Products/Practices
- The school leadership team engages the school community in reflecting on student performance data and enhancing transitional phases.
- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practices and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes.
- The school actively engages community expertise to enhance and develop its community expectations for quality learning and personal excellence.

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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:

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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