School context statement
Tomerong Public School is a small school with a population of 125 students for 2014. There is a strong community spirit in the local area and the school is the hub of the village.

Tomerong Public School has a commitment to quality in all it does. The dedication of staff and the support of parents allow us to offer a broad range of educational experiences to our students. We promote the participation of students, parents and the wider community in planning and implementation of school programs and in the development and review of school plans.

In 2014 Tomerong Public School signed up as a KidsMatter school.

Principal’s message
2014, like previous years, has proven to be a very busy but productive year, with many activities being offered to the students throughout the year such as theatrical visits, book fair, combined NAIDOC week celebrations, ANZAC ceremonies, enrichment programs both within the school and with our feeder high school Vincentia High, sports carnivals, gala days, in school sports programs along with our high quality educational programs within our classes.

Along with the many and varied activities we have celebrated Grandparent’s day with a magnificent number of grandparents attending, Book Week and our Book week parade, Science week, Education week and so much more.

All these activities have been very well supported by the school community, enabling all students the opportunity to experience them. I would like to especially thank the P&C for their ongoing support. This year the P&C have donated funds for a number of essential classroom resources; they have provided mother’s and father’s day stalls for the children; continue to coordinate our small but highly effective gardening club which provides some salad vegetables to our canteen and students; organised volunteers to ensure the canteen operates where possible two days a week; provided a uniform shop ensuring uniforms are provided at the lowest possible prices and the organising of the Book Club; held Working Bees to help maintain the school grounds to name just a few of the many important things that the P&C have provided or undertaken to support students here at Tomerong Public School.

The staff at Tomerong Public School do a wonderful job every year. Being involved in the education system, despite what some may think, is not a 9 – 3 occupation, with many out of school hours being put in by all staff to ensure quality educational programs are provided for the students.

And finally a few word about our students. They do a wonderful job representing our school with respect and pride. They are very much a part of what makes this school such a great school. Their positive attitude towards school and dedication to working hard, their caring attitude towards others are qualities supported here at school, which in turn helps them to become very successful citizens.

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.

Mrs Kim Harrington

P&C message
I wish firstly to take this opportunity to thank Bec Kingma, our Secretary and Kathy Bendall, our Treasurer for their support and team work over the previous twelve months. Also thank you to all members of the P&C who turn up meeting after meeting, without your commitment we would not have a quorum and we would not have achieved all that we have.

In 2014, Ethics Stages 1, 2 and 3 was introduced into Tomerong Public School. We have held
Father’s & Mother’s Day stalls and held a school disco in December which was a fun event. We had major fundraising events with Cadburys chocolates (twice), Laura Jean Photography, 10 books for $10.00 and a Christmas Raffle. We have purchased for the school: new toys for K-1; a gazebo; $500 donated to the library for new books; table and benches installed near the library; Don’s Hut reroofed and the hopscotch resealed. Also, a music programme which was offered by Olivia Corish and part funded a whole School excursion to Fitzroy Falls. The P&C applied for and received a grant for our Garden Club from Club Jervis Bay.

We have lost our Welfare Officer Alison Taylor due to funding cuts; this was a valuable resource that I hope we could reintroduce in the future.

Our School Canteen continues to operate two days a week with the help of our volunteers. It is still the major funding source for the P&C.

Our Uniform Pool is open one day a week and is also operated by volunteers. The stock held by our uniform pool on 27/1/15 is attached and has a sale total of $10,616. The Garden Club operates on Friday at lunch time and is also operated by volunteers.

The Book Club was coordinated by Jen Anderson, with Commonwealth School Banking coordinated by Jes Marceau and Kylie Hassett.

Thank you to the staff at Tomerong Public School and fellow parents our goal is to work together to benefit the current and future students at Tomerong Public School.

Rosemary Tabone
P&C President

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

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>93.4</td>
<td>90.6</td>
<td>88.1</td>
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<td>87.8</td>
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</tr>
<tr>
<td>6</td>
<td>91.7</td>
<td>93.1</td>
<td>90.2</td>
<td>95.4</td>
<td>90.7</td>
<td>92.3</td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>92.2</td>
<td>91.7</td>
<td>91.4</td>
<td>92.3</td>
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</table>

Student enrolment profile

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>92.3</td>
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<tr>
<td>Total</td>
<td>91.8</td>
<td>92.2</td>
<td>91.7</td>
<td>91.4</td>
<td>92.3</td>
<td>92.4</td>
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</table>
Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
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<tr>
<td>School Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.656</td>
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<tr>
<td>Total</td>
<td>7.516</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Tomerong Public School has one indigenous staff member as part of the school’s workforce.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
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</table>

Professional learning and teacher accreditation
As part of the Improving literacy and Numeracy National Partnership program all teaching staff participated in professional learning in the area of Mathematics. Staff continued to focus their professional learning around Differentiating the curriculum: Number and Algebra Concepts F-6 and it was planned to participate in another online professional learning program Differentiating the curriculum: Place Value Concepts F-6, however, it needed to be postponed to 2015 due to the course creator being sick and unable to deliver the course at that time.

Throughout the year staff continued to update their compliance training, such as Anaphylaxis training, Emergency Care, Child Protection and Code of conduct. This compliance training was delivered through Staff Development Days [SDD] and staff meeting sessions. In Term two all teaching staff attended a workshop for all Bay and Basin Learning Community [BBLC] schools on the topic of Writing which was delivered by a private English consultant Jo-Anne Donner.

Staff members attended professional learning to enhance their knowledge about Writing and how to support student’s learning in this area and Inquiry Based Learning through Mathematics. It is planned to introduce Inquiry Based Learning into teaching practice in 2015.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014

<table>
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<th>Income</th>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>388844.64</td>
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</tbody>
</table>

Expenditure

<table>
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<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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</tr>
<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>4831.93</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>5959.37</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86671.28</td>
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</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
This year saw the continuation of a one day a week music program, funded by the P&C. Each class attended a half hour or longer lesson, where students participated in various aspects of music.
in particular singing, rhythm and the reading of music.

The junior choir was entered into the local Shoalhaven Eisteddfod. The junior choir received a Highly Commended award. What a wonderful effort from both Miss Corish, our music teacher, Who prepared the students and the students who participated in their second eisteddfod.

The junior and senior choirs performed at our Grandparent assembly and Presentation Day assembly as well.

**Academic achievements**

**NAPLAN**

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

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

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

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

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

Click on the link [http://www.myschool.edu.au](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 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Numeracy

Average progress in Reading between Year 3 and 5

Average progress in Numeracy between Year 3 and 5
Other school based assessments
During 2014 all students’ progress was monitored for both the Literacy and numeracy continuums. This was achieved through using NAPLAN data, SENA 1 and 2 data, class based assessment and informal observations.

Other achievements
Premier’s Reading Challenge
Every year students from Tomerong Public School participate in the Premier’s Reading Challenge [PRC]. During 2014 we had 77 successfully complete the challenge. Of those students, 16 received a gold award which meant they had successfully completed the challenge for four consecutive years.

International Competitions and Assessment for Schools (ICAS)
Students from years 3 to 6 are invited to participate in the ICAS. Students from ten countries compete in these challenging assessments in the areas of English, Spelling, Writing, Mathematics, Science and Computer Skills.
Tomerong Public School students achieved the following results.

- **English** – 9 students participated and were awarded 1 Distinction, 1 Credit, 1 Merit and 6 Participation Certificates.
- **Writing** – 5 students participated and were awarded 1 Credit and 4 Participation Certificates.
- **Science** – 8 students participated and were awarded 2 Credit and 6 Participation Certificates.
- **Mathematics** – 11 students participated and were awarded 2 Distinctions, 1 Merit and 8 Participation Certificates.
- **Computer Skills** – 5 students participated and were awarded 5 Participation Certificates.
- **Spelling** – 9 students participated and were awarded 1 Credit and 8 Participation Certificates.

Reading Recovery
We received funding for the Reading Recovery program again in 2014. This early intervention program is designed to accelerate students’ progress so that they can benefit from one on one instruction which then is transferred into the classroom situation.
In 2014, five of our Year 1 students participated in the program receiving daily individual tuition for up to twenty weeks. Reading Recovery strategies adopted by the class teacher further supported these children in the regular classroom.

Chess Tournament
Four students travelled to Huskisson to participate in a chess tournament against two other schools. Even though it was a small group they did well playing the game and came away very pleased with the day and how they had gone in the tournament.

Significant programs and initiatives – Policy and equity funding
Aboriginal education
Tomerong Public School engages in a range of activities designed to educate all students about Aboriginal history and culture. Aboriginal perspectives are incorporated throughout our integrated curriculum units. At school assemblies we use the Acknowledgement of Country to demonstrate our respect for Aboriginal heritage and culture and fly the Aboriginal flag daily.
During NAIDOC week we took part in activities which included a flag raising ceremony to signify the commencement of the week, participated in a variety of dances as well as entertained by the Vincentia High School Didg and Dance troupe and two days of indigenous based activities in buddy groups which was organized by a parent, Ms Toni Chant and her brother Jacob Chant-Morris. The week was completed with a whole school excursion to Fitzroy Falls where students were given an Indigenous perspective of the Falls and surrounding bush.

Multicultural education and anti-racism
Tomerong Public School recognises and values the background and cultures of all students and aims to promote an open and tolerant attitude towards different cultures, religions and world
views. All teachers ensure that multicultural perspectives are addressed as part of HSIE units. Students are exposed to a diversity of cultures designed to broaden their knowledge and understanding of life experiences of those from different cultural backgrounds.

Staff and students participated in Harmony Day activities. The emphasis from the day was to provide students with opportunities to think about different cultures, languages and community lifestyles that are now part of modern Australia. Tolerance is one of the core values within the public education system.

Aboriginal background
In 2014 Tomerong Public School received RAM Equity Loading for Aboriginal Background funding for the first time. The school employed a teacher to work with our Aboriginal students one to one providing opportunities to develop their strengths, clarify work they may not have fully understood and participate in some culturally based research. The end of year results for these students in literacy and numeracy showed how beneficial this intervention was.

Socio-economic background
In 2014 Tomerong Public School received RAM Equity Loading for Socio-economic Background for the first time. Funds were expended to increase the level of students’ participation and engagement in learning of students.

Other significant initiatives
Improving Literacy and Numeracy National Partnership
Tomerong Public School continued to target differentiating number and algebra within the classroom to consolidate progress and new understandings gained by the students. Students continued to be monitored and moved along the continuum as they reached cluster level markers. Most students moved along the continuum at the expected level and rate. Those students who failed to progress or progress at the expected rates received extra support. Teaching staff were to participate in an online professional learning course, but due to the presenter not being available this has been postponed until 2015.

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:

- Detailed analysis of NAPLAN data
- Best Start data, regularly monitored and updated.
- Placing of all students onto the literacy and numeracy continuums
- Input into staff meetings to analyse progress towards targets/modification of targets

School planning 2012-2014:

School priority 1
To improve student writing skills in particular students’ ability to use original language when writing, and to improve students’ reading comprehension skills.

Outcomes from 2012–2014

- Maintain the number of Year 3 students at and above National Minimum Standard in Writing at its current level and to increase the % in band 6 from 0% to 14% [2 students].
- Reduce % of Year 5 students in Writing at or below minimum standards from 32% to 16% [2 students] or less.

Evidence of achievement of outcomes in 2014:

- Teachers analysed 2014 NAPLAN Writing results for Years 3 to determine
areas for improvement to have the target set since it was not achieved this year.

- Teachers analysed 2014 NAPLAN writing results for Years 5 to determine areas for improvement.
- Individual learning plans [ILPs] for students at risk were developed, monitored and revised as students progressed.

**Strategies to achieve these outcomes in 2014**
- Staff given time to develop ILPs for students at risk
- Teachers will analyse 2014 NAPLAN Writing results for Years 3 and 5 to identify areas of need during staff meetings and during their Release from Face to Face teaching [RFF].
- An unaided writing program K-6 will be implemented to support student writing.

**School priority 2**

**To improved student performance in numeracy aspects of counting as a problem solving approach and place value.**

**Outcomes from 2012–2014**

- Reduce % of Year 3 students performing at minimum standard in numeracy from 7% to 0% [1 student] and increase % of students performing in the proficient bands from 0% to 16% [2 students].
- Reduce the number of students performing in band 2 for number, patterns and algebra by 7% [1 student] to 0% [0 students] in 2013.
- Reduce % of year 5 students achieving at below minimum standards in numeracy from 30% to 22% [1 student].

**Evidence of progress towards outcomes in 2014:**

- Due to an increase of students in Year 3 in 2014 outcome was not achieved; instead it stayed at around the same % for both targets for year 3.
- In Year 5 there was an increase in students, however the target was achieved by a number of students being in the higher bands.

**Strategies to achieve these outcomes in 2014:**

- Teachers analysed 2014 NAPLAN numeracy results for Years 3 and 5 to identify areas of need during staff meetings and during their RFF.
- Staff given time to develop ILPs for students at risk.
- A scope and sequence based on the National curriculum for Mathematics will be developed and implemented.

**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.

The majority of parents value and believe the following supports their child/children’s learning:

- the size of the school and the welcoming nature of Tomerong Public School,
- the availability of teachers and their knowledge of individual students and their needs,
- the nurturing environment of the school and classrooms.

The majority of students believe that the following supports their learning:

- the teachers know them and what they need to learn,
- it is a friendly place and they do lots of fun things,
- even though they may have been bullied sometime they know how to deal with it or who to go to for help,
- that the school has quality equipment to help them learn.

The majority of staff members believe that:

- the school community has high expectations for their child/children’s learning and
- the staff know the students and their individual needs.

These responses demonstrate that the whole school community is focused on its students’ learning, supported by good communication between all who help them learn and the provision of adequate and appropriate resources.
About this report

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The school planning process for this new plan was carried out through consulting with the school community, staff and students.

Tomerong Public School has three strategic directions and purpose for each of these.

**Strategic Direction 1 for 2015-17**
To empower students to be engaged lifelong learners prepared for the future by being able to think and act as socially responsible citizens.

**Purpose:**
To develop our students for the future as successful global citizens by equipping them with skills to be confident, critical and creative individuals who strive for academic excellence through Inquiry Based Learning. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

**Strategic Direction 2 for 2015-17**
Developing and cultivating innovation and best practice through positive leadership.

**Purpose:**
To build a dynamic culture of innovation and best practice through developing positive leadership capacity, quality professional learning and collegiality. Teachers will be responsive to students’ needs and be facilitators of learning. Leadership opportunities will support all levels of leadership.

**Strategic Direction 3 for 2015-17**
Fostering and nurturing individual and whole school community well-being in a caring and inclusive learning environment.

**Purpose:**
To develop an environment where students have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual, cultural and physical wellbeing.

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.

Rosemary Tabone     P&C President
Donna Blackmore     Classroom Teacher
Cathy Beal           Classroom Teacher
Luke Seymour-Munn    Classroom Teacher
Sharlene Dilley      Classroom Teacher
Yvette Pomroy        Classroom Teacher
Amanda Cox           RRF/ Teacher librarian
Kim Harrington      Principal

School contact information

Tomerong Public School
355 Hawken Road, Tomerong NSW 2540
Ph: 4443 4376
Fax: 4443 5073
Email: tomerong-p.school@det.nsw.edu.au
Web: www.tomerong-p.schools.nsw.edu.au
School Code: 3226

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: