Our school at a glance

Students
Teven-Tintenbar Public School currently has an enrolment for 2010 of 139 students, of which 72 are girls and 67 are boys.

Staff
We had six fulltime classroom teachers this year. We had a teacher librarian two days per week, a Support Teacher Learning for 1 day per week and a relief from face to face teacher for one day per week.

From our part time component we also had a teacher for an additional two days per week class sharing with the teaching principal.

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

Significant programs and initiatives
Our school provides a balanced curriculum in terms of academic, social, cultural and sporting opportunities. A number of extra curricula activities were implemented in 2009, these included:

- Live Life Well Program,
- Kids in The Kitchen
- Premiers Sporting Challenge
- Premiers Sporting Challenge- Leadership
- Performances at TinCan
- Crunch & Sip
- Dance
- Recorder
- Band

Student achievement in 2009

100% of our Year 3 students achieved at or above the minimum standards in Reading, Writing and Spelling. 91% of our Year 3 students achieved at or above the minimum standards in Punctuation & Grammar and Numeracy.

94% of our Year 5 students achieved at or above the minimum standards in Reading. All our Year 5 students achieved at or above the minimum standards in Writing, Spelling, Punctuation & Grammar and Numeracy.

Messages

Principal's message
I am pleased to present my first Annual School Report for Teven-Tintenbar Public School.

2009 has been an eventful year especially in the areas of Mathematics, Physical Education and Student Wellbeing.

Our school participated in the Premier’s Sporting Challenge (PSC), receiving a Gold Award for participation. Inclusion in this program also saw over $3000 spent on upgrading our sports equipment and $1500 for the training of staff in various sports.

Participation in the PSC enabled our school to participate in the New South Wales trial of the PSC Leadership Program, with several of our Stage 3 students being trained to lead sports groups. This program will continue into 2010.

This year we evaluated the current School Discipline Policy and consequently changed the policy. Our school now has a Student Safety and Well-being Policy, a new school Code of Conduct, Rights & Responsibilities of all Stakeholders and a Discipline Policy. The introduction of this new program has seen a significant positive change in our school.

Towards the end of 2009 three new teachers were appointed to our school. I look forward to the positive changes this will bring to Teven-Tintenbar Public School in 2010 and beyond, as we strive to become a Centre of Excellence.

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.

Virginia Latta

P&C and/or School Council message
The P&C continued its great work of supporting the school by fundraising, running the canteen and uniform shop, working bees on the grounds and a number of other areas. Total funds raised during the year exceeded $13000, most of which came from the Country Fair. While the P&C contributed a small amount to the school in 2009, funds raised will be used to provide Interactive Whiteboards to four classrooms during 2010-2011. The P&C is lucky to have the assistance of many eager and enthusiastic volunteers who have all contributed to improving the great learning environment at Teven-Tintenbar School.

Peter Lucena
P&C President 2009
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER K</td>
<td>16</td>
<td>16</td>
<td></td>
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<tr>
<td>YEAR 1</td>
<td>19</td>
<td>19</td>
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<tr>
<td>YEAR 2/3</td>
<td>17</td>
<td>26</td>
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<tr>
<td>YEAR 3/4</td>
<td>9</td>
<td>26</td>
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<td>YEAR 3/4</td>
<td>14</td>
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<tr>
<td>YEAR 4/5</td>
<td>11</td>
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<tr>
<td>YEAR 4/5</td>
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<td>YEAR 5/6</td>
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<tr>
<td>YEAR 5/6</td>
<td>22</td>
<td>27</td>
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Student attendance profile

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<thead>
<tr>
<th></th>
<th>Year 2006</th>
<th>Year 2007</th>
<th>Year 2008</th>
<th>Year 2009</th>
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<td>Total</td>
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<td>94.8</td>
<td>93.9</td>
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<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed by communication between the class teacher and parents. If attendance does not improve after this point, NSW Department of Education Attendance guidelines are adhered to.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER K</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>22</td>
<td>27</td>
</tr>
</tbody>
</table>

Staff 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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>Itinerant Teachers-Hearing</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>11.0</td>
</tr>
</tbody>
</table>

There is no Indigenous composition on the Teven-Tintenbar Public School 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>
<td>12.5%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

Income

- Balance brought forward: $63,836.10
- Global funds: $87,248.49
- Tied funds: $69,911.03
- School & community sources: $67,882.64
- Interest: $2,851.63
- Trust receipts: $4,787.40
- Canteen: $0.00

Total income: $296,517.29

Expenditure

- Teaching & learning: $152,352.28
- Excursions: $3,154.72
- Extracurricular dissections: $29,088.44
- Library: $2,086.97
- Training & development: $1,197.55
- Tied funds: $71,264.78
- Casual relief teachers: $23,775.23
- Administration & office: $20,789.17
- School-operated canteen: $0.00
- Utilities: $12,122.33
- Maintenance: $13,489.91
- Trust accounts: $3,972.22
- Capital programs: $13,187.91

Total expenditure: $209,364.51

Balance carried forward: $87,152.78

A full copy of the school's 2009 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 2009

With a very active staff and supportive parent community, our students participated in several events during 2009.

Achievements

Arts

Two Year 6 students represented the school at Art Camp. Several students won their categories in the Les Peterkin Portrait competition with several pieces on display at the Murwillumbah Regional Art Gallery.
Sport

Teven Tintenbar Public School has had an exciting and eventful year involving school, PSSA, district and zone carnivals. This year the school has participated in swimming, cross country, softball, cricket, soccer and athletics, however we have also broadened our sporting outlook to include Austswim, Premiers Sporting Challenge and Touch Football. Thanks to student participation and government grants the school has purchased new sporting equipment to enhance the PDHPE outcomes of all students.

Swimming Carnival

The support given by students and parents of all house groups was incredible with Green House taking victory and accepting the new swimming shield trophy. Students went on to represent the school at both district and zone levels, which was a fantastic achievement.

Athletics Carnival

The participation level of students and support of parents was brilliant, resulting in a fun and exciting day for all. Students’ efforts allowed them to represent the school at district and regional levels.

Boys Cricket

The boys cricket team reached the second round of the PSSA knockout tournament, which was held at the beginning of 2009.

Softball

The girls’ softball team competed in an inter-schools gala day held at Lismore. The girls were provided with a fantastic opportunity to play against schools from over the region. The team contested 5 games of which they won 2.

Soccer

The girls team took on Byron Bay Public School and although beaten showed improvement within their skills and understanding of the game of football. The boys’ team faced Wollongbar Public School and played a unified game before going down.

Touch Football

For the first time in the schools history, Teven Tintenbar entered a boys and girls touch football side in the PSSA knockout competition. This was a great achievement by the students in a sport where few had played before.

Cross Country

The small schools cross country was held at Teven Tintenbar Public School. Participation levels were outstanding and students went on to compete in district and zone carnivals. This event was a highlight in the small schools sporting calendar of 2009 and continues to grow.

Premiers Sporting Challenge

In another first for Teven-Tintenbar Public School the school participated in the 2009 Premiers Sporting Challenge. Student involvement within the scheme promoted healthy living and provided the school with government grants to purchase new sporting equipment.

Other

Our Gifted and Talented Program continued in 2009 with 8 stage 3 students participating in the Plateau Enrichment Program, an initiative of the Plateau To The Sea Learning Community.

Academic

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

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

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

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

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>94</td>
</tr>
</tbody>
</table>

Multicultural education

The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony, and promotes multicultural perspectives across the curriculum.

The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member and their role advertised to the school community. Although the incidence of racism is extremely low the ARCO is accessible at all times. Records of complaints of racism are maintained, including the strategies used to resolve them.

The DET calendar for cultural diversity was used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity.

The school employed a part-time ESL teacher through the ESL New Arrivals Program to teach English to newly arrived students.

The school updated their reports for parents with the inclusion of the ESL reporting scale.

Interpreters were made for individual parent interviews as required. Translations of information for parents are provided as needed, using the resources provided on the DET website.

Respect and responsibility

The values of respect and responsibility have been a long-term focus of our Student Welfare Policy. The approach taken at Teven-Tintenbar Public School has placed a clear focus on respect and responsibility in the school community.

Elements of the school plan focus on:

- the consistent use of good manners;
- ensuring that students know and understand the words of the National Anthem and School Song;
- students taking responsibility for maintaining an orderly classroom and a clean playground;
- students using an appropriate manner of speech when speaking to peers, parent helpers and teachers;
- appropriate behaviour on the sporting field;
- celebrating days of cultural and historical significance such as Harmony Day, ANZAC Day and Remembrance Day;
- encouraging parents to set a positive example within the school.

Significant programs and initiatives

Aboriginal education

There are 1.3% identified Aboriginal students at Teven-Tintenbar PS and the school ensures that all classes complete at least one unit of work which has an Aboriginal focus throughout the year.

Protocols are observed at significant events including the Acknowledgement of Country in recognition of traditional owners or custodians of the land.

Our school took part in NAIDOC Week celebrations in a very creative and engaging way. Along with class activities, we had guest speakers from National Parks and Wildlife, Playing With Fire Bush Tucker and Live Life Well Staff who taught our students some Indigenous games.
Progress on 2009 targets

Targets of Literacy and Numeracy will align with the Regional Management Plan. As part of the School’s 2009 Management Plan the following targets will apply.

Target 1

_Improvement in NAPLAN Writing results_

Our achievements are:
- Value added results for Year 3 and 5 in 2009 NAPLAN results
- 100% of teachers indicating an improved understanding of the nature of explicitly teaching writing skills
- The utilisation of new resources to support the explicit teaching of writing across a range of text types.

Target 2

_To embed mathematical literacy in daily mathematics lessons._

Our achievements are:
- Enhanced Quality Teaching practices that have improved levels of numeracy achievement for middle years students in line with Region targets.
- Expanded use of ICT learning tools, interactive technologies & ICT based curriculum resources in teaching numeracy to all students.

Target 3

_Home/School Partnerships maintained and enhanced_

Our achievements are:
- Parents indicating sustained satisfaction with school/parent contact as needed
- Successful parent interviews as reported by participating teachers and parents with increased numbers of parents attending arranged interviews midyear.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Student Learning and Mathematics.

Educational and management practice

Learning Programs

Background

As part of the cyclic review of school management, an evaluation of school culture was conducted during September. A Department of Education and Training (DET) survey was distributed to a randomly selected group of students and parents to complete. All teachers also participated. The survey focused on areas including student engagement, teacher interaction with students and parents, and if the school provided clear information about student achievement through the school’s reporting process.

Findings and conclusions

Over 80% of students believe that the school almost always encourages them to achieve their best compared to parents (60%) and staff (90%). Nearly 90% of staff believes the school almost always recognises and celebrates achievement compared to 70% of parents and 75% of students who think the school almost always praises and rewards individuals who are successful.

Future directions

The school will:

- Improve communication with parents and students to ensure that the child centred vision and philosophies of staff are aligned to community expectations and practised within all aspects of the school’s operations.
- Achievements of groups and individuals will continue to be recognised and promoted to parents and students by school management and teaching staff.
- Ensure that all lessons are taught in an explicit and systematic manner incorporating the NSW Department of Education Quality Teaching Dimensions.

Curriculum

Mathematics

Background

This evaluation sought staff, parent and student opinion on the strengths and weaknesses of our school numeracy program. Staff and parents critically reflected on school programs and policies using a school survey. Students were asked to
complete a survey and to provide comments about the strengths and weaknesses of our classroom program.

Findings and conclusions

The major findings and conclusions of the student survey indicated that:
• 96% of students believe it is important to study mathematics.
• 75% of students enjoyed mathematics lessons.
• 85% of students felt confident at number concepts, but only 38% felt confident with space concepts.
• 92% of students enjoyed opportunities to explore mathematics concepts using computers.

Results from the parent and teachers surveys have indicated that:
• 90% of respondents believe the school Mathematics Program is very effective.
• 70% of respondents understand how mathematics is taught and believe they are capable of supporting their children.
• 47% of respondents saw a need to enhance mathematics reporting processes.

Future directions

As a result of this review we have identified the following directions for 2010

For students we will:
• Use the North Coast Maths Scope & Continuum K-6 to ensure that all strands are being taught in an explicit and systematic manner.
• Establish the use of the web-based program, Mathletics, for all students.

For parents we will:
• Introduce parent sessions for Numeracy to assist in parent understanding of new mathematics.
• Review the school’s report portfolio so that it better meets the needs of parents.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
• Teven-Tintenbar PS is an attractive and well-resourced school e.g. classrooms, library and grounds
• The school is a friendly school that is tolerant and accepting of all students
• The students are the school’s main concern

School development 2009 – 2011

Targets for 2010

Target 1

To continue to improve student outcomes in Numeracy

Strategies to achieve this target include:
• Focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well specific item analysis of NAPLAN results using SMART (School Measurement and Reporting Toolkit):
• Teacher professional learning to focus areas of student need, and on areas of professional need as indicated by staff:
• On-going assessment of student progress and referral to support services where appropriate:
• Use of technology to support teaching and student learning

Our success will be measured by:
• 90% of our students in Year 3 will achieve at Band 4 or higher in NAPLAN tests with 0% in bands 1 & 2 unless previously identified.
• 90% of our students in Year 5 will achieve at Band 5 or higher in NAPLAN tests with 0% in bands 1 & 2 unless previously identified.
• Implementation of Best Start in Kindergarten, followed by appropriate intervention.
• The use of a variety of technologies to support student learning
• Parents becoming engaged with the learning process through the participation in parent workshops and volunteering as classroom program helpers.

Target 2
To continue to improve student outcomes in Literacy

Strategies to achieve this target include:
• Focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well as specific item analysis of NAPLAN results using SMART (School Measurement and Reporting Toolkit):
• Teacher professional learning to focus areas of student need, and on areas of professional need as indicated by staff:
• The use of structured Reading and Language groups in Kindergarten/Stage 1 with support from the STLA
• On-going bench-marking of student reading levels.

Our success will be measured by:
• 90% of our students in Year 3 will achieve at Band 4 or higher in NAPLAN tests with 0% in bands 1 & 2 unless previously identified.
• 90% of our students in Year 5 will achieve at Band 5 or higher in NAPLAN tests with 0% in bands 1 & 2 unless previously identified.
• Language/reading groups formed, with students progressing into higher levels over the course of the year

• Regular student assessments used to inform teaching/learning strategies.
• Parents becoming engaged with the learning process through the participation in parent workshops and volunteering as classroom program helpers.

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.

Virginia Latta, Principal
Bert Berghuis, Assistant Principal (Rel.)
Craig Lindsay, Teacher
Peter Lucena, P&C President

School contact information
Teven-Tintenbar Public School
28 Fredericks Lane, Tintenbar 2478
Ph: 6687 8210
Fax: 6687 8680
Email: teventint-p.school@det.nsw.edu.au
Web: http://www.teventintp.schools.nsw.edu.au
School Code: 4578

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: