School context statement

Teven-Tintenbar Public School opened on its current site in 1988 after the amalgamation of Teven and Tintenbar Schools. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Richmond Valley Schools Group and is well supported within the district by its community.

The school population reflects the diversity of the enrolment feeder area surrounding the school. Approximately 8% of our students come from a non-English speaking background, while approximately 2% are of Aboriginal or Torres Strait Island background. The school promotes understanding and tolerance and provides a happy and productive environment for its diverse student population.

Our school is a Kids Matter and Better Buddies school. Our NAPLAN results indicate several focus areas for 2015-2017.

Our school programs support a diverse range of learning needs across the school.

Our school has a balance of experienced and early career staff. Parents are becoming increasingly aware of the importance of engaging with our school to support their children.

At the time of the 2014 census, 134 students were enrolled at Teven-Tintenbar Public School, of which 62 were girls and 72 were boys.

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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
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<td>93.1</td>
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<td>89.1</td>
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<td>93.8</td>
<td>94.4</td>
<td>91.9</td>
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</table>

State DEC School

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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<tr>
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<td>94.3</td>
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<tr>
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<td>93.8</td>
<td>94.1</td>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Workforce information

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

One teacher retired in 2014 and another accepted a transfer to another school. Two new appointments will be made at the start of 2015.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>9.1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

2014 saw the implementation of Focus on Reading Phase 1. All teaching staff undertook this professional learning which included 24 hours of face to face training and 60 hours of between module tasks and professional reading.

Literacy & Numeracy Funds were used to employ an Instructional Leader who supported the staff in implementing Focus on Reading strategies in the classroom.

The Principal and Assistant Principal were both involved in Legal Issues training. Several teachers undertook Disability Discrimination Training. One teacher undertook 5 days training as the Health & Safety Representative (HSR).

Other professional learning focused on our school management plan which included Swimming Escort Training, Road Safety, Learning Management & Business Reform (LMBR), Visible Learning and KidsMatter training.

A total of $16372 was spent on Professional Learning in 2014. This includes the cost of casual teachers ($450 per day) when class teachers are involved in programs during school hours.

This gives an average of $1819 for each teacher.

Three teachers have maintained their accreditation at the Proficient level. In 2015, two teachers will be seeking accreditation at Highly Accomplished level and two will be seeking accreditation at Lead level.

In 2015, the school principal will undertake BOSTES training as a Teacher Accreditation Authority.

Teven-Tintenbar Public School was also successful in its application as a Lighthouse School for 2015. Our Principal and Teacher-Librarian will be involved in training as the library program OLIVER is actioned.

**Beginning Teachers**

In 2014 there were no beginning teachers on staff at Teven-Tintenbar Public School

**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
</tr>
<tr>
<td><strong>Revenue (10609)</strong></td>
</tr>
<tr>
<td>Appropriation</td>
</tr>
<tr>
<td>Sales of Goods and Services</td>
</tr>
<tr>
<td>Grants and Contributions</td>
</tr>
<tr>
<td>Other revenue</td>
</tr>
<tr>
<td><strong>Expenses (106010)</strong></td>
</tr>
<tr>
<td>Recurrent Expenses</td>
</tr>
<tr>
<td>Employee Related</td>
</tr>
<tr>
<td>Operating Expenses</td>
</tr>
<tr>
<td><strong>Capital Expenses</strong></td>
</tr>
<tr>
<td>Employee Related</td>
</tr>
<tr>
<td>Operating Expenses</td>
</tr>
<tr>
<td><strong>Surplus/Deficit for the year</strong></td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
</tr>
</tbody>
</table>

**Funds received through the Resource Allocation Model**

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>986,080</td>
</tr>
<tr>
<td>Equity</td>
<td>43,254</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>418</td>
</tr>
<tr>
<td>Socio-economic</td>
<td>6,406</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>36,430</td>
</tr>
<tr>
<td>Targeted</td>
<td>9,970</td>
</tr>
<tr>
<td>Other</td>
<td>2,466</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,041,759</td>
</tr>
</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

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 and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Creative Arts

In 2014 the 3–6 choir had 18 members. The choir had a busy year of performances including the Biggest Morning Tea, Canteen, Coastal Kids and Presentation Day.

All students were given opportunities to perform at assemblies for their peers and families.

This year our students entered art competitions such as the Les Peterkin Portrait, Lions Club Peace Poster, Prawn Festival and Country Fair Poster Competitions.

Four Stage 3 students attended Art Smart workshop in May. Over three days they learnt different methods of creating artworks. The programs culminated with a well-received gallery display in Lennox Head in November.

Several students are involved with the LSTT Band and this group performed at Coastal Kids and several other events throughout the year. For the first time, we had a Taekwondo group perform at Coastal Kids.

Our school offers music tuition in all instruments, except piano, taught by Miss Fiona Clarke.

Sport

Harvey Remfrey participated in the Australian Schools Golfing Tournament. His overall scores resulted in him being named the Australian under 12 Golf Champion of 2014. He was also our Senior Boy Sports Champion for 2014.

Saoirse Grew-Carey was our Senior Girl Sports Champion with Bianca Remfrey and Lachlan Mahon our Junior Sports Champions.

Teven-Tintenbar Public School has had an encouraging and exciting year involving school, PSSA, district, zone, regional and state carnivals within the area of PDHPE/Sport. This year the school has participated in swimming, cross-country, athletics, cricket, soccer, touch football, netball, the Austswim Intensive Swimming Program, Auskick, Milo Cricket and the Premiers Sporting Challenge (PSC).
In 2014 we continued the Stroke Correction swimming lessons, run by Swimming with Francis. This program was so successful, it will become a compulsory program for all students in Years 3-6 who do not attend the Intensive Swimming Program.

Carnivals

Many of our students performed exceptional well at the Swimming, Athletics and Cross Country Carnivals in 2014. Several children advanced to the District carnival with some of these children then progressing to the Zone carnival. From here, a few children advanced to the Regional Carnival. We congratulate Leon Elman for his sporting efforts this year.

Premiers Sporting Challenge

For the sixth successive year, Teven-Tintenbar Public School participated in the 2014 Premiers Sporting Challenge. This challenge was held over a 10 week period during Term 3 and provided students with the opportunity to regulate and become more involved within physical activities both in and outside the school environment. Student involvement within the scheme promoted healthy living and allowed students to monitor their anaerobic capability.

Live Life Well

Our school has been implementing the Live Life Well @ School program this year to take a whole of school approach to the nutrition and physical activity of our children. This has included:

- Our School has continued to promote the nutrition campaign of Crunch & Sip® daily.
- Sports equipment is available at recess and lunch
- Healthy food is provided at school functions
- Students learn about healthy eating and physical activity
- Students participate in hands on nutrition learning experiences
- Students are involved in 120 minutes of physical activity a week through our involvement with the Fundamental Movement Skills Program

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Aboriginal Education & Training Policy has been implemented at Teven-Tintenbar Public School. The targeting of resources and professional learning promotes quality teaching and learning and the inclusion of Aboriginal perspectives and content across all Key Learning Areas.

Our Educational Programs are designed to educate all students about Aboriginal histories, cultures, perspective and current Aboriginal Australia.

Multicultural education and anti-racism

Multi-cultural education relates to a wide range of school activities.

Our 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 DEC 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.

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

Socio-economic background

Socio-economic funding was used to employ an Instruction Leader who supported staff in the teaching of Literacy & Numeracy. By doing this, our school enhanced students’ access to a wider range of curriculum learning experiences and increased the effectiveness of classroom organization.
Funding was also used to support the implementation of Visible Learning in our school. As a result, our students were more engaged in their learning through the use of Learning Intentions and Success Criteria. Students have started to set their own goals for learning.

Professional learning for teachers has focused on them understanding how to move children on to the next stage of learning.

**Learning and Support**

Learning and Support funds were used to employ our Learning & Support Teacher for 1.5 days per week. This teacher provided support for teachers in recognising and responding to students’ additional learning needs when identified through our extensive Learning Support Program. Personalised Learning Plans were established in consultation with parents, students and teachers. These plans were updated to allow for changes in PLAN data.

Our school participated in the Nationally Consistent Collection of Data on School Students with Disability which reinforces the existing obligations that our school has towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

The national data collection on students with disability acknowledges the work already undertaken in our school to support students with disability. It assisted us in identifying and supporting students with disability so they could access and participate in education on the same basis as their peers.

**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 at our school in 2014 include:

- National Improvement Tool for Schools
- School Management Self-Assessment Matrix
- Teacher Survey taken from 5Essentials.
- Parent Survey taken from 5Essentials
- Student Survey taken from 5Essentials
- Irving Survey of school- students and teachers
- SMART data 2012-2014
- School Planning Tool Milestones 2013-14
- Great Teaching- Inspired Learning
- National Standards for Teachers
- National Principal Standard
- Performance & Development Framework
- Visible Learning School survey.
- Anecdotal evidence
- Student voice.

**Program evaluations**

**Background**

Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.

Self-assessment is an opportunity for the school to:

- confirm areas where the service is meeting the standards
- confirm areas where the service is meeting governance and management indicators
• identify gaps in current systems and processes that do not meet the standards

• identify gaps in current systems and processes that do not meet governance and management indicators

• plan actions to address any identified gaps in systems and processes

• identify additional opportunities for improvement, to support continuous improvement.

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes are essential to all school improvement efforts. However, ‘school improvement’ fundamentally means improving what a school does. The tools used provide evidence about our school’s day-to-day work to complement, and possibly shed light on, measures of student outcomes.

Findings and conclusions

The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.

The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.

The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.

The ‘tone’ of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.

Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.

Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.

Staff morale is high. All staff feel well respected by parents, the principal and their colleagues. They trust each other, look forward to coming to work each day, feel loyal to the school and would recommend the school to prospective families.

All staff have documented professional learning plans and the school has arrangements in place for mentoring and coaching.

Teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

The school’s curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.

Teachers tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also respond to differences in cultural knowledge and experiences and cater for individual differences by offering multiple means of representation, engagement and expression.

Reports to parents show progress over time and include suggestions for ways in which parents can support their children’s learning.
Clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills, and timely feedback to guide student action are key elements of the school’s push for improved teaching and learning.

**School planning 2012—2014: progress in 2014**

**Outcome for 2012–2014**

Teachers understand the new NSW BOS syllabi, are able to access and use the digital functionality and have knowledge and skills to program, teach, assess and report.

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

Implementation of the English K-6 syllabus using digital and multi-modal texts

Improved teacher understandings of the difference between ‘reading’ traditional print based resources and digital resources

Teachers actively and efficiently identifying and responding to the needs of students when reading, viewing, composing and responding to digital and multimodal texts.

Teachers undertook professional learning to prepare for implementation of Mathematics and Science Syllabi in 2015

Student Academic Reports have been reworded to reflect changes to English and Mathematics Syllabi

All teachers completed professional Learning-Focus on Reading Phase 1 and have implemented this in classroom programs

**Outcome for 2012–2014**

Provide professional learning and curriculum support to enable teachers to develop and implement quality assessment tasks for literacy and numeracy in order to improve overall student results K-6, thus ensuring quality pedagogy and consistency in teacher judgment with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

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

Quality teaching and learning practices across the school are demonstrated through differentiated lessons and assessments (including formative) which has improved student achievement.

There exists in our school a proactive professional learning team and curriculum areas that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of TARS / EARS standards.

There is a clear link between students’ understandings and teachers’ instructional strategies

The feedback students receive during a lesson is clearly aligned to the lesson aims and success criteria;

Teachers check their students’ understandings of the lesson aims and success criteria;

Teachers are explicit about the lesson aims and the criteria for success.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses, where the response was 90-100%, are presented below.

• Teachers and staff truly care about my child.

• The school keeps me informed about what my child is learning in school.

• The school encourages my involvement in school activities

• My child is safe at school.

• I would recommend my child’s school to others.

• When injured or sick, my child is well cared for at school

• The school is well resourced

• The school grounds are kept tidy
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 2015-2017 School Plan for Teven-Tintenbar Public School will have three strategic areas of focus. They are in line with the three strategic areas of the School Excellence Framework:

- Excellence in Learning,
- Excellence in Teaching, and
- Excellence in Leading.

The five focus areas for our school 2015-2017 are the implementation of NSW curriculums, KidsMatter, Focus on Reading, Visible Learning and Improved Communication Skills.

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.

Ginny Latta, Principal
Samantha Lasserre, Assistant Principal
Kristie Talbot, Teacher
Leigh Toscan, Learning & Support Teacher
Sara Remfrey, P&C President

School contact information

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Fax: (02) 6687 8086
Email: teventint-p.school@det.nsw.edu.au
Web: http://www.teventintp.schools.nsw.edu.au
School Code: 4578

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: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php