School context

At the time of the 2013 census, 136 students were enrolled at Teven-Tintenbar Public School, of which 69 were girls and 67 were boys

Principal’s message

As one of the 229 schools in the state to implement the Local Schools, Local Decisions Framework our school has been implementing the Empowering Local Schools federally funded program. The target areas that the school has been working within are: Leading teaching and learning, developing self and others, leading improvement, innovation and change, leading the management of the school and engaging and working with community. As a result of the work undertaken in these areas the focus that guides all decision making relates to whole school improvement and maximising student learning and results.

Once again this year the students have featured in local and state media celebrating the success of many students in the arts, sport and academic excellence. This was further evidenced through individual improvement in student results within the National NAPLAN tests and the results of the many state and national competitions that the students entered throughout the year. Assessment and reporting data shows value added trends across all stages.

I congratulate all of the staff and students for their dedication to quality learning and commitment to ensuring that all children achieve their personal best as learners.

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
Principal

P & C and/or School Council message

The P&C continue to support initiatives that were implemented in the school over the last few years. The year 2013 was more a process of consolidation working with the community to highlight the need to keep moving forward. With the addition of Wi-Fi the students now have the opportunity to complete some tasks on electronic devices which will improve their technology skills as well as better prepare them to move on to high school.

All our committees are made up of volunteers who work tirelessly to give back to the school and the students. We have two very special dedicated volunteers Natalie Chatterton and Rachel Doyle who due to relocation of initial volunteers, stepped up and took on the management of the Canteen and the co-ordination of the Country Fair. These positions are critical as they are the school’s main fundraising avenues for the year.

The P&C together with the principal and teachers have come up with a wish list for items that we feel, would benefit the school and therefore the students. This will be reviewed on an ongoing basis and once funds are available the items on the list will be considered taking into account the needs at the time and obviously the cost.

We would like to thank all our wonderful volunteers for their time and efforts throughout the year.

Sara Remfrey, P&C President 2013
Student representative’s message

In term 1 we had our first sporting carnival - the swimming carnival. Many students participated in the races and some even made it to district. Scarlett Jones & Sophie Cottrill made it through to zone, regional, and then Sophie went on to state. Well done Sophie! Soon after that in March we held the annual Easter Hat Parade. We would like to thank all the parents & staff who helped organise the fantastic event. Bronwyn Ezzy and Caleb Donnelly, the school vice captains of 2013, led the school in the Ballina Anzac Day March and laid a wreath on behalf of our community. They did our school proud.

In term 2, we hosted our second sporting event of the year - Small Schools Cross Country. Again we would like to thank all the parents and teachers who helped organise the event. Many students made it through to district but only Clancy Miller made it through to zone. Congratulations Clancy!

In term 3 we then hosted our 3rd and final major sporting event of the year - the athletics carnival. Again, many people participated in all the races and some students made it through to district, though only Austin Fay, Kallista Fay, Sophie Cottrill, and Clancy Miller made it through to zone. Congratulations guys! Then in July we started our days of fun with Live Life Well. We would like to thank all the parents and teachers who helped organise this event, because everybody had a lot of fun.

In term 4, a very excited group of year 5 and 6, with the accompaniment of Ms Talbot and Mrs Latta, headed off to Canberra for their 6 day long camp. Everybody had a lot of fun and slept well on Friday! Then, in this very exciting term, we held our most exciting event yet. The COUNTRY FAIR! For the last time, we would like to thank all parents and helpers for their fantastic work, and hope to see you again next year. The COUNTRY FAIR! For the last time, we would like to thank all parents and helpers for their fantastic work, and hope to see you again next year. Finally, for the last two weeks of school, we were completely action-packed with the year six sleepover at school, the TTPS Regatta, the big presentation day, the year six farewell, and last but not least, on the last day of school, TT idol. 2013 was a fun year, and we wish the 2014 captains, good luck!

Austin Fay, Kallista Fay, Caleb Donnelly, and Bronwyn Ezzy

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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>K</td>
<td>99.6</td>
<td>99.1</td>
<td>98.5</td>
<td>98.2</td>
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<td>94.6</td>
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<td>2</td>
<td>92.5</td>
<td>92.1</td>
<td>91.7</td>
<td>91.3</td>
<td>91.0</td>
<td>90.6</td>
<td>90.2</td>
</tr>
<tr>
<td>3</td>
<td>91.7</td>
<td>91.2</td>
<td>90.8</td>
<td>90.5</td>
<td>90.1</td>
<td>89.7</td>
<td>89.3</td>
</tr>
<tr>
<td>4</td>
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<td>93.4</td>
<td>93.0</td>
<td>92.6</td>
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<td>91.9</td>
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<td>6</td>
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<td>93.6</td>
<td>93.2</td>
<td>92.8</td>
<td>92.4</td>
</tr>
<tr>
<td>Total</td>
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<td>94.1</td>
<td>93.8</td>
<td>94.4</td>
<td>91.9</td>
<td>91.5</td>
<td>91.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

As a school community we have high expectations and encourage all staff, parents and students to work in partnership to facilitate high attendance levels.

Student non-attendance is monitored through specific procedures including accurate daily records, communication home via telephone, notice of absence letters sent home to parents/caregivers requiring an explanation for non-attendance and adherence to the Attendance Policy which includes referral to the Home School Liaison Officer when attendance issues have not been resolved at a school level.
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.6</td>
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<tr>
<td>Total</td>
<td>9.8</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>$28880.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$50292.79</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>$7681.60</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$299115.11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$1808.60</td>
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<tr>
<td>Excursions</td>
<td>$21433.90</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>$95.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$12876.22</td>
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<tr>
<td>Tied funds</td>
<td>$75172.52</td>
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<tr>
<td>Casual relief teachers</td>
<td>$19632.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
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</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
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</tr>
<tr>
<td>Maintenance</td>
<td>$12978.23</td>
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<tr>
<td>Trust accounts</td>
<td>$8050.22</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>$239191.23</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$59923.88</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Music

In 2013 the 3–6 choir had 24 members. The choir had a busy year of performances including the Biggest Morning tea, Canteen, Coastal kids and Presentation Day. For 2014, the choir will again audition for the Festival of Choral Music.

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 and Country Fair Poster Competitions.

Four Stage 3 students attended Art Smart camp 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.

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

Sport

2013 saw one of our students, Harvey Remfrey, win the regional golf tournament. This resulted in Harvey not only playing for the NSW Golf team but being chosen to captain the winning team. Harvey’s efforts were recognised in being awarded a regional sport achievement award in December 2013 and the Premiers Sporting Challenge medallion.

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 introduced 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

Our students performed exceptional well at the Swimming, Athletics and Cross Country Carnivals in 2013. 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 Sophie Cottrill for her efforts in reaching the State Carnival in swimming.

Premiers Sporting Challenge

For the fifth successive year, Teven-Tintenbar Public School participated in the 2013 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.
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.

NAPLAN Year 3 - Literacy

![Graph showing percentage in bands: Year 3 Reading](image)

**Percentage in bands:**

Year 3 Reading

- Percentage in Bands
- School Average 2009-2013
- State DEC % in Bands 2013

![Graph showing percentage in bands: Year 3 Writing](image)

**Percentage in bands:**

Year 3 Writing

- Percentage in Bands
- School Average 2011-2013
- State DEC % in Bands 2013

![Graph showing percentage in bands: Year 3 Spelling](image)

**Percentage in bands:**

Year 3 Spelling

- Percentage in Bands
- School Average 2009-2013
- State DEC % in Bands 2013
NAPLAN Year 5 – Numeracy

Progress in Reading

Progress in Numeracy
Significant programs and initiatives

Aboriginal education

All staff at Teven-Tintenbar Public School has knowledge of and are committed to the Department’s Aboriginal education policies. Aboriginal Perspectives are incorporated into all aspects of our Teaching and Learning Programs.

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

In 2013 our schools welcomed some first phase Non English Speaking students to our school. As a result, all available support was accessed including extra teacher support days and resources from the Equity Library.

Live Life Well at School

In term 3 we undertook our annual “Live Life Well” days. These two days are designed to expose our students to a range of healthy lifestyle choices and ways to be fit, healthy and safe. “The aim of the Live Life Well at School program is to get more students active, more often, as well as focusing on healthy eating habits.” This year saw an increase in our parental involvement on these days. Not only were they helping out in “Kids in the Kitchen”, but a number of parents ran activities in which they had particular expertise. We had Riki and Marc from “Ballina Taekwondo” as well as Kelly from “Kelly Martorana Zumba” running sessions plus many other parents assisting.

In addition to the two focus days students have been involved in regular Yoga classes run by Liz Costigan, another parent who is donating her expertise.

Primary to High School Transition

The transition from primary school to high school is a unique process for Teven Tintenbar students. Our local primary school zone crosses over a number of high school enrolment areas. We continued to build communication links with our local high schools. As per the DEC timeline, students submitted Expressions of Interest in March. From this information we were able to begin making contact with the appropriate high schools. We continued our involvement with the Smart Futures initiative with Ballina High School. However, Ballina HS, as with all high schools, had less funding available for transition projects so there were less activities available to our students.

In Term 3, students in Year 5 and 6 again travelled to Ballina Public School for a Careers Day, also organised as part of the Smart Futures initiative. They had the opportunity to converse with experts from wide variety of fields and also interact with their counterparts from other local schools.

Stage 2 Camp

In October, Stage 2 students attended a three day camp to Currumbin Community Farm Campus. Here they experienced many fun and educational activities which included; orienteering, a talk and animal interactions with the RSPCA representative Laura, archery, sustainable futures activities about recycling, rock climbing, water testing and conservation activities, camp fire singing and learning some circus arts.

The students had a wonderful time learning how to be independent by keeping their own tent organised, being on time to activities, helping in the kitchen, managing their own showers and waking up on time.

National partnerships and significant Commonwealth initiatives

Teven-Tintenbar Public School was one of the 229 New South Wales schools that participated in the federally funded Empowering Local Schools National Partnership. This led to our school being one of the trail schools for the NSW Department
of Education and Communities new Local Schools, Local Decisions program. As a result:

- Our school has implemented the SAP (finance) and SALM (student well-being and student management) programs for 2014.
- A wireless infrastructure has been installed in the school. This will enable us to fully implement the new NSW syllabi which require students to have access to wireless and touch screen devices.
- Two teachers have trained as Focus on Reading trainers. Focus on Reading will be implemented in our school in 2014-2015 as part of our professional learning program.
- The school principal participated in the AITSL Local Leadership overseas component. She travelled to Chicago and undertook intensive training at the Chicago University Urban Education Institute. During this visit, she met with key education personnel and visited several schools. While in Chicago, she was a guest at a lecture given by Howard Gardner, the founder of Multiple Intelligences.

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.

Self-assessment involves an organisation looking at how it does things, what it achieves and how it measures up against criteria. During the process, an organisation’s strengths, weaknesses and opportunities for improvement will be identified.

Self-assessment needs to be informed by input from clients. Organisations must ensure there are accessible ways for clients to provide feedback and actively contribute to how services are delivered. There are huge benefits for organisations that link quality management with client outcomes, staff wellbeing, organisational sustainability and practice improvement.

The National School Improvement Tool was endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) at its meeting on 7 December 2012 and has been made available to all Australian schools for use in their school improvement planning from 2013.

The National School Improvement Tool brings together findings from international research into the practices of highly effective schools and...
school leaders. The Tool assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations – including with parents and families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made.

The Tool does not describe everything that effective schools do, but focuses on those practices that are most directly related to school-wide improvements, and thus outcomes for students. In this sense, the Tool can be thought of as a core element of more comprehensive school improvement programs, frameworks and initiatives.

5Essentials is an evidence-based system designed to drive improvement in schools. The 5E system reliably measures changes in a school organization through its survey, predicts school success through scoring, and provides individualized actionable reports to schools, districts, parents, and community partners, and training to school leadership and teachers. 5E is based on more than 20 years of research by the University of Chicago Consortium on School Research on schools and what makes them successful. What the Chicago Consortium has found is not surprising—schools that are well organized, safe, and supportive are much more likely to be successful.

Specifically, researchers determined five essential components for school success:

**Effective Leaders:** The principal works with teachers to implement a clear and strategic vision for school success.

**Collaborative Teachers:** The staff is committed to the school, receives strong professional development, and works together to improve the school.

**Involved Families:** The entire school staff builds strong relationships with families and communities to support learning.

**Supportive Environment:** The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.

**Ambitious Instruction:** Classes are academically demanding and engage students by emphasizing the application of knowledge.

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.

There is evidence of a school-wide commitment to every student’s success and staff of the school tell stories of significant student improvement.

There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.

Members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is
available and staff have been trained to undertake data analyses.

Time is set aside (e.g., on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.

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.

There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class ‘busy work’ is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.

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 generally 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.

The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.

The school has developed processes (e.g., systematic testing and assessment) for identifying student learning needs, in accordance with the National Disability Standards.

Programs to meet individual learning needs (e.g., programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.

Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.

The principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is a documented professional learning plan 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.

Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school’s improvement agenda.

The school provides opportunities for teachers to take on leadership roles outside the classroom.

The school’s curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school’s governing body, principal, school leadership team, and teachers) 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.

The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.

The school leadership team ensures that the enacted curriculum remains a focus for discussion
among, and collaboration between, teachers and
that the curriculum plan is the reference against
which flexible delivery is designed, assessment
tasks are developed and student learning is
reported. Curriculum delivery is designed to meet
the needs of the range of students within each
year level as well as those with disabilities and
other particular needs.

School leaders explicitly encourage teachers to
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
are encouraged to respond to differences in
cultural knowledge and experiences and to cater
for individual differences by offering multiple
means of representation, engagement and
expression.

Planning shows how the different needs of
students are addressed, and how multiple
opportunities to learn are provided. Students’
workbooks also illustrate differentiated tasks and
feedback.

Reports to parents show progress over time and
include suggestions for ways in which parents can
support their children’s learning.

School leaders are committed to continuous
improvement in teaching practices throughout
the school and expect team leaders and teachers
to identify ways of doing this.

There is a particular focus on improved teaching
methods in reading, writing, mathematics and
science, and professional learning activities are
focused on building teachers’ understandings of
highly effective teaching strategies in these areas.

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
content, individualised attention as required, and
timely feedback to guide student action are key
elements of the school’s push for improved
teaching and learning.

The school has external ‘partnerships’, but rather
than being built around a coherent, jointly
planned program of activities to improve
outcomes for students, these ‘partnerships’ tend
to be mutually convenient arrangements (eg,
exchanges of expertise or the sharing of facilities
between institutions or organisations). Such
‘partnerships’ often are established by individual
members of staff and have limited whole-school
support or engagement.

School planning 2012—2014: progress
in 2013

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 2013:

- Staff were provided with opportunities for
  expert policy support and curriculum advice
  mainly using adobe connect
- All staff participated in the DEC registered
  professional learning courses, and accessed
  teaching and learning resources and social
  media tools
- A tied fund for enhanced school professional
  learning was provided for staff.
- Staff were engaged in planning, professional
  learning and programming activities
  throughout 2013

2014 Targets to achieve this outcome include:

- Implement the English K-6 syllabus using
digital and multi-modal texts
- Develop teacher understandings of the
difference between ‘reading’ traditional print
based resources and digital resources
- Identify and respond to the needs of students
  when reading, viewing, composing and
  responding to digital and multimodal texts.
- Teacher Professional Learning to prepare for
  implementation of Mathematics and Science
  Syllabi in 2015
- Audit of school resources for implementation
  of English, Mathematics and Science Syllabi
- Student Academic Report reworded to reflect
  changes to English and Mathematics Syllabi
- Teacher professional Learning- Focus On
  Reading Phase 1

Strategies to achieve these targets include:

- Provide opportunities for expert policy
  support and curriculum advice
- Provide online access to registered
  professional learning courses, teaching and
  learning resources and social media tools
• Enhanced school funding for professional learning
• Staff engaged in planning, professional learning and programming activities.
• Literacy coordinator employed to provide extra support to staff.

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 2013:

• Quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments (including formative) to improved student achievement.

• 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.

• Students and Staff reflecting on the achievement of their personal learning and leadership goals in the area of Literacy and Numeracy.

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Strategies to achieve these targets include:

• 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.

• Focus on Reading Phase 1 implemented as Professional Learning for all staff

Professional learning

In 2013 all teachers at Teven-Tintenbar Public School were provided opportunities to participate in Professional Learning Experiences. These included Speech and language difficulties online training, Asperger’s Syndrome online training, CMIT online, Introduction to Kids Matter, Moodle, Boys Education, ESL, LAST training, Sport and Dance, Aust swim and Music Performance Ensemble skills.

The total expenditure of professional Learning funds spent in 2013 was $19,073. These funds were made up of Tied grants for the Australian Curriculum Implementation and Professional Learning plus additional training covered through school funds.

This resulted in the average of $2,384 per teacher, which includes course fees and casual teacher replacement.

There were six School Development Days in 2013. All staff participated in these days. Professional Development centred on the work of John Hattie, formative assessment, familiarisation and use of the new English syllabus, Kids Matter implementation and Compliance training. Compliance training includes Emergency Care, Child protection, anaphylaxis and CPR. Three of our teachers attended Boys education and this was also imparted to all staff.

Through Empowering Local Schools, the School Principal, Assistant Principal and School Administrative manager also attended several training programs leading up to the implementation and use of the School Administration and Well-being software tools.
Two staff participated in Focus on Reading Facilitator training - Phase 1 and Phase 2. These will be our school professional learning focus for all staff in 2014-2015

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The survey used was provided by KidsMatter. 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 takes my ideas and suggestions seriously.
- 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

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
Samantha Lasserre, Assistant Principal
Kristie Talbot, Teacher
Julia Slingsby, Teacher
Sara Remfrey, P&C President

School contact information

Teven-Tintenbar Public School
28 Fredericks Lane, Tintenbar 2478
Ph: (02) 6687 8210
Fax: (02) 66878086
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: