CHITTAWAY BAY PUBLIC SCHOOL
Annual Report

2015
**Introduction**

The Annual Report provides the community with a detailed account of the school’s progress towards achieving improved learning for each and every child through the strategic directions identified in the school’s management plan for 2015-2017.

In accordance with Departmental guidelines, the school selected only three areas as the focus for improvement over the three-years. Therefore, neither the plan nor this report incorporate the full range of high quality educational opportunities the school provides for all students.

In order to establish our planning priorities for the next three years, we took into consideration a variety of factors including:

- our school’s individual characteristics and needs;
- the school vision statement (our “ideal” school);
- student performance data;
- parent feedback;
- other evidence of school effectiveness or need for improvement;
- professional learning needs of staff;
- the Department’s aim to have all NSW schools meet the standards in the School Excellence Framework.

We chose the following strategic directions:-

- Successful Learners
- Quality Teaching
- Strong, Supportive Partnerships and Systems

The Department required all NSW School Plans to comply with the 5 P model i.e. to set out the plan under the headings of

- Purpose (what we aiming for by the end of 3 years in order to realise our school vision);
- People (the mind-set / responsibilities required of all stake-holders-students, staff, leaders and parents/care-givers);
- Processes (how the purpose is to be achieved);
- Products (measurable improvements in teaching & learning), and
- Practices (observable improvements in teaching & learning practices)


The Annual Report outlines the findings from school self-assessment that reflect the impact of key strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal
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Message from the Principal

I have been a proud member of the NSW Public Education system for nearly 50 years, serving in several very different areas including the Riverina, Western Sydney, and the Central Coast, initially as a classroom teacher and then as principal for the past 25 years. NSW Public Education is one of the best systems in the world because it is available to all children and the quality of the teacher and programs does not depend on how wealthy the community is. Over the years, there have been many changes in Public Education as it adapts to the changing needs of society and strives to provide quality education for all students, but the bar has now been set at an all-time high and success, as always, will depend on the people at the coal face, the teachers and their principals, and the level of support they receive to enable them to do their jobs well.

The following examples illustrate some of the key changes which have occurred.

I began teaching when I was nineteen because high school only went to Year 11 and standard K-6 teacher training was only for two years. Now aspiring teachers leave school at the end of Year 12 and undertake a minimum of four years of teacher training. Teachers are therefore older when they commence teaching but requirements on them are much more complex than when I started. Recently, the Department has introduced Beginner Teacher funds to help schools ensure teachers in their first two years of permanent employment are given further professional training and support to develop and implement quality teaching practices and effective classroom management strategies. There is also a greater emphasis on continuing professional learning for all teachers and a set of professional standards which all teachers must achieve by the end of 2017.

Class sizes are smaller now (I had 45 Kindergarten and Year 1 students in my first class, compared with current class sizes of 20 in Kindergarten; 22 in Year 1; 24 in Year 2 and 30 in Years 3-6). The smaller ratio of students to teacher allows for more individualised instruction.

My students were fairly easy to engage and were willing to spend time learning tables etc. Today's students are digital natives who are used to the stimulus of colour, speed and instant gratification provided by computer games. Many students therefore find it very difficult to maintain the persistence needed to master anything less visually exciting. Consequently, whilst today's teachers can make use of a wide range of technology in their lessons, they face the enormous challenge of keeping the current generation of students actively engaged in all aspects of learning required by current curriculum.

When I began teaching there was an expectation that students would memorise a lot of factual information, much of which was seldom needed in everyday life. Current curriculum recognises that today's students need to master knowledge and skills which give them power to access and use the information they need when they need it; to think critically, and to creatively solve problems. There is an emphasis on developing understandings of how and why people interact with each other and with the environment. Moreover, with advances in technology we now live in a global village so learning to work collaboratively, respecting individual differences, is essential.

The curriculum I was required to implement was much less challenging and could be effectively implemented by about the end of September, giving plenty of time for revision. Now, in this highly competitive information age and global economy, the curriculum is so crowded, teachers struggle to fully implement it by the end of each two-year Stage.

Teachers today also have to manage a wide range of child well-being issues, most of which were not present (or not apparent) when I was a classroom teacher. Who can explain the increase in the number of students with Autism Spectrum Disorder; anaphylaxis; clinical anxiety; poor social skills; or the above national average of youth suicides in the Wyong electorate?

Because expectations are so high, the Department is placing greater than ever emphasis on the professional capacity of its workforce. It has set a higher qualification for entry to teacher training and now requires aspiring principals to undertake intensive school leadership training.

However, academic qualifications are only one of the criteria for success. Personal qualities are equally important. Schools need teachers who genuinely care for students; are intelligent, enthusiastic and resilient; have a sense of humour and a strong team spirit, and will go well beyond minimum requirements to meet their students' needs and interests. I'm proud to say the teachers at Chittaway Bay exhibit those qualities and they are strongly supported by equally dedicated school administrative and support staff and the parent community.
For the past ten years, as principal of Chittaway Bay Public School, I couldn’t have wished for a better school. Home, school and community have worked together, striving for continuous improvement in our efforts to achieve educational excellence, ensure equity and develop people who are nice to know. It has been a joy and a privilege to work in a school with such a wonderful team spirit.

The teachers are committed to on-going professional learning; readily implement change requirements; work collaboratively to ensure excellent teaching across the entire school, and provide a wide range of quality educational opportunities for all students. I have enormous respect for the teachers’ classroom management; their pedagogical skills and their dedication to child well-being. They are demonstrating continuous improvement and great success in meeting the current high expectations of teachers.

The school administration manager and other non-teaching staff provide strong support by carrying out their own duties in a very commendable manner and by taking on many additional tasks to ensure maximum school efficiency. They give a high priority to student care through voluntarily undertaking the role of First Aid officers and administering medications; insulin injections etc; provide a warm welcome and helpfulness to parents and visitors, and maintain an attractive physical environment.

Staff and parents share a commitment to Australia’s core values which helps us maintain consistent expectations of each other and of students. Students subsequently demonstrate high standards of behaviour and most of them actively engage in learning. Students enrolling from other schools settle in quickly and have been over heard saying that Chittaway Bay is the best school they’ve ever been to.

Parents provide us with positive feedback and strong support of classroom activities; sport; music; dance; canteen and fund-raising. Many of our current parents (and some staff) were students at Chittaway Bay, and demonstrate fierce loyalty to the school. The school is held in high regard by the wider community and new-comers to the area receive such a good first impression that many have deliberately chosen to rent or buy within the school enrolment zone so that their children are eligible to attend.

We are proud of the friendly, welcoming nature of the school and frequently receive positive comments from new parents and carers; visitors, and casual teachers (who never want to leave!).

I know that we would all be very proud if Australia was seen to have the highest educational standards in the Organisation for Economic Development (OECD) countries (instead of being about 14th on the list of 34 countries) but I am pleased that the Department and Board of Studies maintain an emphasis on developing the whole child. Every child can learn, but not everyone can be an Olympic gold medallist; nor can everyone be an academic genius. I think the success of Australian scientists, engineers, doctors, inventors, sports representatives, film stars, musicians etc is a testimony to the success of our educational programs.

Let’s not require our students to study until after 10 o’clock at night and /or go to Saturday school like Korean and Japanese students. Let’s not place so much emphasis on NAPLAN results that we follow the example of some parents who move their children from school to school in accordance to which school achieves the best results, leading the schools involved to respond by introducing after-school and Saturday morning NAPLAN coaching classes. One Central Coast school even stated its intention to improve its NAPLAN results by only teaching English and Mathematics. Fortunately the threat wasn’t carried out!

I am therefore grateful that there is no NAPLAN hysteria in our school! This is because Chittaway Bay parents exercise common sense and understand NAPLAN is only testing students at one point in time. Our parent community has shown in many ways that it values a well-rounded education; recognises the high quality teaching programs and extra curricula activities we provide, and appreciates the dedication of staff.

Teaching has provided me with an extremely rewarding and enjoyable career where I have had the opportunity to be creative; exercise leadership, and make a difference. It was therefore with mixed feelings that I made the decision to retire at the end of 2015.

I would like to take this opportunity to publicly thank Chittaway Bay students, staff, parents and the school’s supporters from the wider community for welcoming me to their ranks and giving me the best ten years of my teaching career. I have especially enjoyed the home/school shared sense of purpose; the outstanding level of staff commitment to collaborative planning and the well-deserved sense of team achievement.

As principal, I have relied heavily on the support of the executive staff; the school administration and support staff, and the P&C. I therefore wish to personally thank the executive team (the official assistant principals and the voluntary one who has coordinated Kindergarten for several years!) for their hard work, and congratulate them on their strong, effective leadership skills; express my gratitude to the school administration manager who regularly works an extra unpaid half day every day (6.30 a.m. to 4.30/5.00 p.m.) and has played a significant role in ensuring parent and visitor satisfaction with the school; say a special thank-you to our school cleaner/relieving general assistant / Man Friday who takes such pride in the school, and show my appreciation of the loyalty and hard work of the five P&C presidents and their executives who, with just a small band of P&C members, organised extremely successful fund-raising activities, giving the school about $20,000 each year.

I wish the school all the best in the years ahead.

Helen McDonald
School background

School vision statement

Home, school and community, partners in education, working together to achieve excellence, equity and people who are nice to know.

School context

The school was established in 1982. It is located in a quiet riverside area approximately mid-way between Sydney and Newcastle.

The grounds are spacious and park-like with fixed play equipment; a tennis court; cricket nets; a netball court; a basketball court, and a soccer field. There is a paved courtyard and a covered outdoor learning area (COLA) where daily assemblies are held. Buildings are modern and well maintained. P&C fund-raising has helped the school equip all offices and classrooms with air-conditioning; interactive whiteboard technology and wireless access to the Internet, and has also ensured a plentiful supply of quality curriculum resources and playground facilities.

Most families in the school are in the low to middle income levels, housed in a mixture of privately owned or rented accommodation with a small percentage of government housing. Many parents commute to Sydney or Newcastle areas for work. The school hosts an Out of School Hours Centre to support students of working parents. Student access to the resources/cultural experiences available in Sydney is limited by distance and family financial constraints.

The school is a partner in six other primary schools and three secondary campuses in the Tuggerah Lakes Learning Community (TLLC). The schools are united in the pursuit of excellence, equity and opportunity. Principals and teachers meet regularly to promote continuity in education K-12 by sharing expertise and resources. The school networks especially closely with Berkeley Vale Campus and its two other partner primary schools to ensure smooth transition for Year 6 students to Year 7 and consistent quality teaching across Stages 3 and 4. The school also enjoys a high level of support from the parent community and the wider community.

The school maintains 14-15 mainstream classes each year and has a support unit of three classes for students with mild (IM), moderate (IO) and severe (IS) intellectual disabilities. At the end of 2015 one of the support classes was reclassified as a Multi-categorical class (MC) to include placement of students with Autism Spectrum Disorder (ASD). Enrolments of 389 in 2015, included 8% students with mild, moderate or severe intellectual disabilities enrolled in support classes; 15% students with disabilities and learning difficulties enrolled in mainstream classes; 7% Aboriginal students; 8% students from language backgrounds other than English, 4% students where English is their second language, and 3% students in ‘Out of Home Care’.

Six new mainstream teachers and two new special education teachers were required in 2014/2015 to cater for retiring teachers and additional enrolments. This has resulted in a significant change from a very experienced staff employed in the school for 10 to 27 years to a staff with about 50% of teachers now being in their first one to five years of permanent employment.

All staff members share a very high commitment to student well-being; continuous professional learning, and improving student learning outcomes. There is a high level of collaborative planning to ensure consistent quality teaching K-6. Teachers use school based student performance data and NAPLAN results to inform their planning. They align their programs and practices with the Australian Professional Standards for Teachers. Several teachers have successfully gained professional accreditation at proficiency level. The school utilises equity funding to employ part-time school learning support officers(SLSO’s previously called teachers’ aides) above the staffing entitlement to help teachers meet individual student needs.

In addition to regularly updating training in Child well-being; WH&S; CPR and other Departmental policies, recent priorities in professional learning programs have included

- Targeted Early Numeracy (TEN);
- Best Start Kindergarten Assessment;
- Language, Learning & Literacy (L3);
- Planning Literacy & Numeracy (PLAN) Software;
- 8 Ways Aboriginal Pedagogy;
- AVID (Advancement Via Independent Determination);
- PBL (Positive Behaviour for Learning);
- The Australian Professional Standards for Teachers;
- The Professional Development Framework for Teachers;
- training in the new curriculum for English, Mathematics, Science, History and Geography;
- Teacher Accreditation
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our staff at Chittaway Bay Public School undertook self-assessment using the elements of the School Excellence Framework. We thoroughly examined its implications for informing and monitoring the provision of high quality educational opportunities to our students and reflected on the progress being made across the school, in order to align our improvement efforts with these high level expectations.

In the domain of Learning, our focus has been on Curriculum and Learning, Wellbeing, and Assessment and Reporting. A focus on specific school initiatives such as Language, Learning and Literacy (L3); plotting students on continuums in Numeracy and Literacy (PLAN data), Advancement Via Individual Determination (AVID) and aspirational goal setting by students have promoted student engagement and created opportunities for students to connect, succeed and thrive. Our school exhibits a comprehensive and inclusive approach to student wellbeing, promoting a culture of trust, respect and valuing of each other. We have established well-defined processes and shared responsibility for student welfare, resulting in positive partnerships between parents, the school counsellor, the Learning and Support Team, the Welfare Team, as well as external agencies to support students’ individual needs. A new approach to Assessing and Reporting that includes conferencing with individual parents during Week 6 of Terms 1 and 3 has been received very positively – with over 84% of parents attending the interviews. Parents were able to view their child’s comprehensive base data; access information about their academic success; receive assistance to support their child at home and spend time discussing their child’s needs. This positive experience has established an effective partnership between home and school, leading to improved student learning.

In the domain of Teaching, the school’s focus has been on Data Skills and the use of Collaborative Practices to enhance and drive teaching programs. The whole staff undertook comprehensive professional development to ensure the writing of quality Individual Education Plans (IEPs), Personalised Learning Pathways (PLPs), Behaviour Management Plans (BMPs) and Risk Management Plans to ensure we were targeting appropriate levels of support for students identified through the National Consistent Collection of Data (NCCD). Teaching/learning programs clearly showed differentiation and accommodation for those students requiring these adjustments and has led to appropriate levels of support. Through collaborative programming, ongoing evaluation and the development of quality rubrics, teachers have developed units of work that engage and stimulate students. A collaborative approach to student assessment has been adopted to ensure consistent teacher judgement and to provide students with rubrics and explicit criteria to review and evaluate their learning.

In the domain of Leading, Leadership and Management Practices and Processes have been a priority. Our school leadership is based on a team approach and with an aging staff, and their looming retirement, succession building practices are being implemented to ensure a smooth transition for staff and students. These practices have included promoting leadership opportunities both externally including sending staff to participate in an Aspiring Leadership program and promoting school representation at TLLC Curriculum Hubs, and internally, supporting staff to take on leadership roles within their stages and the whole school context (e.g. researching and leading Professional Development courses, handling Transition programs, the Positive Behaviour for Learning (PBL) Leadership Team etc.) as well as relieving in Executive positions. Our shared commitment to continuous improvement has been at the core of school planning, implementation and reporting. Data collated from wide-ranging sources such as the ‘Tell Them From Me’ (TTFM) teacher and parent surveys, parent surveys, SMART data and NCCD is analysed according to the Quality Teaching Framework to guide strategic school improvement, planning and monitoring.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Successful Learners

Purpose

To ensure our students become successful, aspirational learners and confident, persistent individuals, who can work collaboratively and creatively to solve problems.

Overall summary of progress

During 2015, teachers have undertaken extensive training in providing an environment where students set learning goals, are engaged, take risks and make choices in their learning pathways – creating success. Teachers have been trained in in-depth analysis of NAPLAN, NCCD, school data, the Literacy and Numeracy Continuums, PLAN software and the RIP IT UP Reading program and are using these programs to inform planning and programming. Teachers’ programs all contained documented plans for differentiation to meet individual needs and the classroom environment supported risk-taking to improve learning. These practices allow teachers to monitor and respond to student growth. Students have been trained to use a variety of tools, e.g. rubrics and The Real Game to reflect on and monitor their aspirational goals and achievements. Stage leaders have supported staff and students in data analysis and maintaining high expectations.

During the second half of the year, a selected team of teachers were trained in Positive Behaviour for Learning (PBL). That team has led the training of the staff; has informed parents and carers about the program and provided staff with student lessons on PBL expectations and practices.

Parents and carers participated in individual meetings with teachers, to share information on student performance, goals, IEPs, PLPs and how they can support their child’s learning.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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</table>
| School internal data is indicative of growth expectations within the school. | Analysis of internal data has shown that for:  
- 98% of K-6 students showed improved outcomes from Term 1 to Term 4.  
- Reading: 89% of students achieved targeted reading level compared with 79% in 2014.  
- Writing: 81.4% of students achieved Writing target. This data cannot be compared with 2014 as the marking scale has been revised to incorporate higher expectations.  
- Numeracy: 85.6% of students achieved targeted Numeracy levels compared with 82.8% in 2014. | Teacher and support teacher release = $84151  Beginning Teacher release and mentoring = $29701  RIP IT UP Reading program and training = $4500  Resources = $10000 |
| NAPLAN data is indicative of growth expectations for the school. | Average scaled growth between Year 3 and Year 5  
- Reading: 75.9 – 0.5 points below the State DoE  
- Writing: 68.9 – 7.6 higher than the State DoE  
- Numeracy: 88.8- 5.3 points below the State DoE | |
| ATSI students in Year 3, 5 and 7 achieve growth equal to or better than their cohort. | Positive results achieved in 2015 NAPLAN for Years 5 and 7. Year 5 mean score for 5 Aboriginal students significantly higher than mean score for Non-Aboriginal students in all areas. Average student growth is greater than cohort in all areas except Numeracy. Year 7 results show student achievement is greater than cohort growth in all areas except Grammar & Punctuation. No Aboriginal students completed NAPLAN in Year 3 cohort. Growth is not measured for Year 3 results. | |
Teachers were provided with professional learning in the AVID program and gained increased understanding about the related strategies through attendance at workshops at Ourimbah University and Melbourne University. Resources were purchased that linked the program to curriculum areas and “The Real Game”, which was implemented in Stage 2 and Stage 3. As a result, teachers are confident to implement the AVID program in 2016. Provision of student assistance enabled all students to access the curriculum and cross-curriculum activities.

### Next steps

- Further professional development for teachers regarding providing opportunities for students to have choices in their learning path.
- Teachers indicated a need to use technology to enhance feedback regarding learning goals.
- Stage 3 teachers to investigate sufficient progressions on the continuums to allow an appropriate level of differentiation.
- Creation of a tool to record and address students not making growth expectations in Literacy and Numeracy on a term by term basis. Current data highlights this progress for individual class teachers but this is not transferred for analysis of whole school achievement. Support is given to students not making expected achievement levels. Creating targets and tracking growth expectations will ensure all students (including high achieving students) are supported at an individual level.
- Revise wording of improvement measure using NAPLAN growth data for ATSI students. Measuring mean scores would allow for more accurate reporting and analysis of results in Years 3, 5, and 7.
- Revise wording of ‘increased levels of student confidence, in their capacity to learn, persistence and resilience if at first they don’t succeed, capacity to work collaboratively’ as these qualities are difficult to measure with tangible evidence.
- In NAPLAN, improve Year 3 Writing; Year 5 Spelling and Year 3 & 5 Grammar and Punctuation
- Greater involvement of parents in expanding student career aspirations

### Strategic Direction 2

**Quality Teaching**

**Purpose**

By the end of 2017 all teachers will meet the Australian Professional Standards for Teachers at Proficient, Highly Accomplished or Lead Levels and will improve equity and excellence for all students by strengthening their capacity to implement quality educational practice.

**Overall summary of progress**

During 2015, professional learning (TPL) sessions were held to raise teacher awareness and capacity to meet the Australian Professional Standards for Teachers. While teachers recorded their training and reflections on TPL, supervisors assessed teacher efficiency through reviewing program documentation; student performance data and observation of teachers’ contributions to planning and discussions. Several teachers successfully applied for accreditation at proficiency level. Other teachers intend to seek higher accreditation in 2016.

Teachers were also trained in the Performance Development Framework, where they documented their personal development plans in consultation with supervisors. Observations were then held and feedback provided to improve teaching practice. Teachers used classroom continuums as a resource to reflect on...
their practice, skills, knowledge and capabilities.

Language, Learning and Literacy (L3) was successfully implemented in all Early Stage 1 and Stage 1 classes. Teaching programs showed documentation of appropriate lesson plans, catering for the different levels in the classroom. Student performance data showed CBPS student learning outcomes equalled or bettered other L3 schools.

Teachers were provided with professional learning and structured opportunities for stage and across stage meetings and sharing of expertise around differentiated learning and the new curriculum. A new K-6 scope and sequence has been developed with teachers writing and implementing newly developed units in line with the new syllabus documents. These units integrate English concepts with the study of quality literature and are integrated with inquiry-based learning in other KLAs. There has been a focus on teaching the “Super Six” strategies, visual literacy and grammatical concepts.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Improvement measure (to be achieved over 3 years)</td>
<td>Budget for all of Strategic Direction 2</td>
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<tr>
<td>All staff are able to meet the guidelines and expectations of their Personal Development Plan (PDP).</td>
<td>Teacher release and additional staff = $85662 (Socio-economic funding, DSF allocation, RSSSP)</td>
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<tr>
<td>Staff teaching programs reflect differentiation</td>
<td>Beginner Teacher Funds = $30000</td>
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<td>Teachers and Aspiring Leaders utilise the opportunities provided to develop their leadership and management capacity.</td>
<td>Literacy Resources = $15800</td>
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<tr>
<td>Teachers developed confidence in creating IEPs, PLPs, BMPs; implementing high-order problem solving activities and low level adjustments; seeking LaST support and analysing data to reflect students’ needs in teaching/learning programs. All teaching programs reflect the teaching and learning cycle through on-going assessment; effective curriculum implementation with differentiation to meet individual needs, and follow-up of evaluation.</td>
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<tr>
<td>Teachers enthusiastically participated in a range of activities including: 1 Assistant Principal completing the Professional Certificate in Instructional Leadership (University of Melbourne) and 2 teachers completing the Aspiring to Leadership Program. ES1 and Stage 3 teachers were actively involved in transition to school/high school programs. All teachers were leaders or participants in TLLC Hubs and were responsible for reporting back to staff, by sharing knowledge about their curriculum area.</td>
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Next steps

- Professional Learning on PLASST.
- Stage 2 teachers begin the implementation on Focus on Reading (FoR).
- Timely and effective feedback to students relating to their aspirational learning goals and achievement continues to be an ongoing area for development.
- Further improvement in consistency of teacher judgement.
- High-order problem solving is an area for further development.
**Strategic Direction 3**

**Strong, Supportive Partnerships and Systems**

**Purpose**

To ensure the school employs collaborative approaches and accesses resources within and beyond the Department to extend learning and teaching opportunities by implementing quality systems and practices which enhance its operation.

**Overall summary of progress**

The school community’s input is highly valued through a process of consultative decision making and is reflected in the school plan and school life. A variety of TLLC and DEC professional learning networks are regularly attended by staff members. This gives them the opportunity to participate in professional dialogue to promote inclusive and respectful communication and consultation with DEC colleagues and the community. This participation has also resulted in improved knowledge of the K-12 scope and sequence in a variety of curriculum areas and consolidation of the necessary knowledge and skills students require to transition smoothly into high school.

Staff from Years 3-6 implemented ‘The Real Game” and AVID in Stage 3 in order to broaden students’ career horizons and help them see the relevance of their learning experiences and the value of setting aspirational goals. Parents were invited to assist the staff broaden students’ career horizons by presenting a short account of their careers to students. One parent employed by CSIRO shared his science expertise with students, staff and parents. The students were thoroughly engaged with his experiments.

The Music program was expanded with support from the CC Conservatorium of Music and the school’s external bandmaster. We trialled the use of the “Music Van” to support those students wishing to learn a musical instrument.

The Principal, SAM and SAO began training in LMBR, in preparation for its implementation in 2016. The Principal and staff analysed and reviewed existing management and accountability systems and processes and made changes to the financial accountability when tracking key funding of RAM.

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<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>(to be achieved over 3 years)</td>
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<tr>
<td>Teachers form strong professional learning networks with colleagues from other schools.</td>
<td>All teachers attend professional learning networks, including L3, AECG, TLLC hubs, Kindergarten and Stage 3 – transition meetings, PSSA and Sydney North Sport Meetings resulting in improved knowledge and skills in all curriculum areas, which ultimately strengthened teaching/learning programs.</td>
<td>Teacher release = $11073 Resources = $667</td>
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<td>Increased recognition and respect for the varied roles of people in the community and the contribution they can make to school programs.</td>
<td>Expertise which aligns with CBPS’s priority areas is harnessed from within the local community e.g. Emergency Services Personnel provided safety talks to students and parents; students participated in Environmental and Aboriginal Education Programs within the community.</td>
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<tr>
<td>Increased knowledge of career pathways for students.</td>
<td>Students have a greater knowledge of career opportunities as measured against baseline data collected early in 2015.</td>
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Next steps

- Staff develop an understanding of the Family/School Partnership Framework.
- Teachers continue to attend professional learning networks and strengthen ties with other schools.
- The school’s Local Management Business Reform (LMBR) is implemented in 2016.
- The LMBR team effectively train other staff to utilise relevant parts of the new system.
- Parents and Aboriginal Elders collaborate to create a community expertise survey. Outside expertise survey is refined to identify suitability to school priorities.
- Continued structuring of opportunities to consult parents and the community.
- The “Music Bus” provides additional opportunities to develop students’ music skills 1 day per week.

Key initiatives and other school focus areas

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<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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| Aboriginal background funding            | The school utilised funding to:  
  - strengthen its partnership with the parents of Aboriginal students by releasing teachers to consult with the parents on a one-to-one basis so that the parents could participate in decision making about their child’s learning and assist teachers to develop a Personal Learning Pathway (PLP) for their child;  
  - employ school learning support officers to provide additional support to meet the individual needs of Aboriginal students so that they achieved learning outcomes that matched or bettered the outcomes of all students. | Total $18,112  
  Staffing $4,424  
  Support Staff $13,688 |
| English language proficiency funding    | The specialist teacher supported EALD students with strategies and resources to support them in the class setting. These students were provided with explicit English lessons as well as having their class teacher supported by the EALD teacher. The school utilised its wireless technology to access apps and programs to support in translation, assisting students to access the curriculum. | Total $3,876                      |
| Socio-economic funding                   | The school utilised the funds to:  
  - raise student expectations and increase student engagement in learning through AVID and The Real Game;  
  - increase parents’ participation in the decision making process in regard to their child’s education through structured consultation with their child’s teacher;  
  - employ additional staff to help meet the individual needs and interests of students to ensure they remain engaged and motivated to learn;  
  - ensure equity and inclusiveness by paying for student resources and school activities. | Total $64,193.92  
  Teacher Professional Learning $7633.05  
  Additional Staffing $55,451.39  
  Resources $667.48  
  Student Assistance $442 |
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<th>Low level adjustment for disability funding</th>
<th>The school used the funds to:</th>
<th>Total $22,426</th>
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| The school received $22,426 to meet the needs of students with additional learning and support needs. | • release teachers to meet with parents, community organisations, and support staff to develop personalised learning support plans for identified students; • provide additional support for at-risk students in the playground to minimise negative behaviour; • employ an additional Learning and Support Teacher (LaST) 1 day per week to help meet the individual learning needs of students with a learning disability or difficulty; • purchase & implement the RIP It Up Reading program. | Teacher Professional Learning $1,920  
Additional Staffing $16,006  
Resources $4,500 |
| Support for beginning teachers | The school used the funding to meet the individual needs of the teachers by: | Total $59,701 |
| The school received $60,549 Great Teaching Inspired Learning funds to support teachers in their first or second year of permanent teaching. | • releasing teachers and their supervisor/mentor to collaboratively analyse student performance data to inform their planning; to examine and critique models for documenting teaching & learning programs; to develop strategies for differentiating the curriculum to meet individual student needs; and to identify programming and resource needs; • releasing beginning teachers to access on-line and school based resources to support planning and documentation of their class teaching and learning programs; • releasing beginning teachers to visit other classrooms to observe quality teaching practices; • supplementing Professional Learning funds to train two beginning teachers in L3; • releasing a Special Education Beginning Teacher and their supervisor to attend professional learning to help them support students with high level anxiety; • releasing beginning teachers and their supervisors to develop the beginning teacher’s Personal Development Plan (PDP), including participating in two observations and receiving feedback; • releasing beginning teachers and supervisors to review requirements for Accreditation at Proficiency level. | Teacher professional learning and mentor release |
**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>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>208</td>
<td>191</td>
<td>188</td>
<td>183</td>
<td>195</td>
<td>188</td>
<td>207</td>
</tr>
<tr>
<td>Female</td>
<td>186</td>
<td>171</td>
<td>163</td>
<td>164</td>
<td>163</td>
<td>170</td>
<td>188</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>95.2</td>
<td>94.2</td>
<td>93.3</td>
<td>94.9</td>
<td>96.0</td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>94.5</td>
<td>91.8</td>
<td>92.6</td>
<td>92.1</td>
<td>91.5</td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
<td>95.2</td>
<td>92.2</td>
<td>93.2</td>
<td>95.3</td>
<td>93.2</td>
</tr>
<tr>
<td>3</td>
<td>92.7</td>
<td>93.3</td>
<td>93.1</td>
<td>92.5</td>
<td>93.9</td>
<td>92.8</td>
</tr>
<tr>
<td>4</td>
<td>93.2</td>
<td>93.3</td>
<td>92.5</td>
<td>93.7</td>
<td>93.0</td>
<td>91.8</td>
</tr>
<tr>
<td>5</td>
<td>93.0</td>
<td>93.5</td>
<td>90.3</td>
<td>93.8</td>
<td>92.9</td>
<td>92.7</td>
</tr>
<tr>
<td>6</td>
<td>92.8</td>
<td>92.9</td>
<td>92.3</td>
<td>91.1</td>
<td>92.9</td>
<td>92.7</td>
</tr>
<tr>
<td>Total</td>
<td>93.3</td>
<td>94.0</td>
<td>92.4</td>
<td>93.0</td>
<td>93.5</td>
<td>93.1</td>
</tr>
</tbody>
</table>

**Workforce information**

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>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>7.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Other positions</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>33.222</td>
</tr>
</tbody>
</table>

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

One member of staff is Aboriginal.

**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>Undergraduate degree or diploma</td>
<td>88.9</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>11.1</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers, administrative and support staff participated in the five school development days held during the year. We covered mandatory compliance training, syllabus implementation, professional development framework, Australian Professional Standards and collaborated and reviewed the school plan, assessment strategies, reporting to parents and setting SMART targets.

School-based professional learning programs – on one afternoon each week throughout the year teachers met after school for whole school professional learning courses or in stage teams for capacity building through collaborative planning and development.

On-line or external professional development – teachers also participated in online professional learning course or other non-school based professional learning courses they were required to complete or chose to meet their individual needs.

Networking / Professional Collaboration programs – Stage 3 teachers networked each term with staff from Berkley Vale Secondary Campus and its two other primary school partners to promote consistent quality teaching from Stage 3 to Stage 4 and to implement quality transition programs for students transitioning from Year 6 to Year 7.

This year 6 beginning teachers are working towards Board of Studies Teaching Education Standards (BoSTES) accreditation at Proficient and 7 teachers are maintaining accreditation at Proficient. Currently 0 teachers are seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

Two teachers completed the ‘Aspiring to Leadership’ Program and 1 Assistant Principal completed the ‘Professional Certificate in Instructional Leadership’ (University of Melbourne).

Average expenditure per teacher on professional learning was $4,035.27. Beginning Teachers are supported through Beginning Teacher funds and are provided with a reduced teaching load and a mentor.

The total school expenditure on professional learning was $104,916.96. This included $15,171.74 for tied professional learning equity funding, literacy and numeracy funding and monies form the global budget.
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109065.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>247853.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>250387.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>160157.01</td>
</tr>
<tr>
<td>Interest</td>
<td>4442.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25893.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>797799.44</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 82245.51
- Excursions: 51546.85
- Extracurricular dissections: 32990.49
- Library: 5848.16
- Training & development: 6113.74
- Tied funds: 259472.15
- Casual relief teachers: 112286.63
- Administration & office: 58392.93
- School-operated canteen: 0
- Utilities: 42173.44
- Maintenance: 23630.32
- Trust accounts: 22659.08
- Capital programs: 9800.00
- **Total expenditure**: 707159.30
- **Balance carried forward**: 90640.14

School performance

School-based assessment

The school uses a variety of assessment strategies to obtain a range of data to inform planning. Assessment of what students know, understand and can do occurs before teaching plans are developed; during the implementation of the program to ensure students are progressing, and at the completion of teaching units to evaluate the effectiveness of the teaching strategies and identify further needs.

Internal school-based performance data has been reported on in the strategic direction section of this report.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

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

In Year 3, 52.3% of our students performed in the top two bands for Reading, which is a significant improvement considering the average over the past four years 39.4%. We have achieved improved results when connecting ideas, locating direct information and vocabulary. Inferencing is still an area for improvement.

In Spelling, 45.5% of our Year 3 students performed in the top two bands, which shows an improvement on our average over the past four years of 38.4%. 25% of these students performed in Band 6. We have achieved improved results in most areas, particularly when spelling 3 and 4 syllable words.
In Year 5, 27.5% of our students performed in the top two bands for Reading, which is a 10% improvement from our 2014 results. There was a significant improvement in finding the main idea, applied comprehension, vocabulary and interpretation. Connecting ideas and inerfering are areas for improvement.

In Spelling, 29.5% of our students performed in the top two bands, which is an increase on our 2014 results. This year we have revised our spelling policy and introduced updated research-based visual spelling lists. We hope to see continued improvement with this program.

In Literacy, our growth from Year 3 to Year 5 has been above that of our SSG in Reading, Spelling and Writing. Our growth has been above that of the state in Spelling and Writing.

In Numeracy, 36.4% of our Year 3 students performed in the top two bands, which is comparable to our average over the past four years. Our results show that we performed above the State average in Data, Measurement, Space & Geometry. Number, Patterns and Algebra is an area for improvement.

In Year 5, 23.3% of our students performed in the top two bands for Numeracy, which is an improvement on our average over the past four years of 20.7%. Our results show an improvement in Number, Patterns and Algebra, particularly Fractions. In Measurement we have made gains in all areas except Time, which has been identified as an area for improvement.

In Numeracy, our growth from Year 3 to Year 5 has been comparable with that of our SSG.
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The school used the independent, on-line Tell Them From Me Parent Survey to determine the level of satisfaction with the school. Parents were asked to report on a scale of 0-10.

The responses showed a high level of satisfaction but despite school efforts to encourage all parents to take part in the survey, only 94 parents responded. Therefore responses are representative of less than a third of the school community.

<table>
<thead>
<tr>
<th>Area</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents feel welcome</td>
<td>8.1</td>
</tr>
<tr>
<td>Parents are informed about their child’s progress and behaviour</td>
<td>7.5</td>
</tr>
<tr>
<td>Parents support learning at home</td>
<td>7.1</td>
</tr>
<tr>
<td>The school supports learning</td>
<td>7.8</td>
</tr>
<tr>
<td>The school supports positive behaviour</td>
<td>8.4</td>
</tr>
<tr>
<td>Children feel safe at school</td>
<td>7.4</td>
</tr>
<tr>
<td>The school is an inclusive school</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Additionally, the survey demonstrated that the school has sought parent input into the following areas:

a) School planning  
b) Development and review of school policies  
c) Teaching practices  
d) Curriculum delivery

The survey also evidenced that we are able to access special assistance to support children where applicable.

The school’s level of success this year in involving parents in their child’s education is evidenced by the rate of attendance during the Education Week Open Day and the individual Parent/Teacher Interviews.

The table below shows the number of parents in attendance.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Student enrolment</th>
<th>Number of parents at Open Day in Education Week</th>
<th>Number of parents at Parent/Teacher Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>64</td>
<td>57</td>
<td>56</td>
</tr>
<tr>
<td>Stage 1</td>
<td>108</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Stage 2</td>
<td>87</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>Stage 3</td>
<td>98</td>
<td>46</td>
<td>77</td>
</tr>
<tr>
<td>Support Classes</td>
<td>32</td>
<td>12</td>
<td>30</td>
</tr>
</tbody>
</table>

Teacher Satisfaction

The school used the Tell Them From Me ‘Focus on Learning’ Teacher Survey to determine teacher capacity across the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices.

The survey results revealed that across the Eight Drivers of Student Learning our staff rated teacher support and capacity above average in comparison to schools across the state. In particular, our teachers’ strengths lay in the areas of leadership, collaboration, learning culture, inclusivity, use of data to inform practice, and teaching strategies.

Across the Four Dimensions of Classroom and School Practices our staff rated teacher practice above average in comparison to schools across the state. Our strengths lay in the areas of overcoming obstacles to learning, setting challenging and visible goals, and planned learning opportunities. Quality feedback has been identified as an area for improvement.

Student Satisfaction

Student satisfaction was assessed using both formal and informal methods, including two online surveys to assess Student Wellbeing and Career Aspirations.

The positive learning climate at Chittaway Bay Public School is reflected through students’ clear knowledge and understanding of rules and behaviour expectations.

Results relating to Student Wellbeing showed that Chittaway Bay Public School has a positive learning climate with 98% of students feeling safe at school and the overwhelming majority of students enjoying coming to school.

Students felt that the majority of their peers used polite talk and took good care of school property, demonstrating their awareness of and respect for school rules and behavioural expectations.

Students rated learning significance and feedback highly, demonstrating that the concepts taught in class are important and their learning progress visible. Students also rated teachers as approachable and supportive, with almost all students feeling that they could ask for help when it was needed.

Results from the Career Aspirations survey and data collected throughout the year demonstrate that our careers focus, including implementing ‘The Real Game’ and AVID, is already having a positive impact on broadening students’ horizons and helping them to aim high for the future.
Prior to program implementation, students’ career aspirations focused heavily on jobs within our local community, with few students aspiring to take on roles requiring higher education paths. Students’ career aspirations now see the majority of students pursuing careers that involve higher education, including entering professions in Medicine; Nursing & Midwifery; Teaching; Law; Politics; Architecture; Science, and Engineering.

**Policy requirements**

**Aboriginal education**

In 2015, Chittaway Bay Public School had 21 students who identified as Aboriginal and Torres Strait Islander. All learning programs are designed to be inclusive of Aboriginal perspectives and educate all students about Aboriginal history and culture. Teachers developed Personalised Learning Pathways for all Aboriginal students in collaboration with parents/carers and students. Additionally, teachers were trained in the 8 Ways Strategies for developing lesson plans which specifically addressed the learning styles and needs of Aboriginal students. The school library purchased resources to support Aboriginal education and cultural awareness.

A school representative regularly attended meetings of the local Aboriginal Educational Consultative Group (AECG). At these meetings, attendees discuss and report about Aboriginal Education opportunities and issues within the school community. Aboriginal students and selected friends were members of the Tuggerah Lakes Learning Community Koori Choir which performed at various school and community events. The school promoted cultural awareness through NAIDOC celebrations. The school joined other schools in GulgongFest activities, hosting a Message Stick assembly and delivering the Message Stick to students at Wamberal Public School in a K-6 assembly. Our students received a Highly Commended award for the Koori Choir and a student award in the GulgongFest art competition. Stage 2 visited the Bulgandry Aboriginal art site in Brisbane Water National Park.

**Multicultural Education and Anti-racism**

In March, the school held very successful K-6 Harmony Day activities where all students in Years 5 and 6 led a group of K-4 students through a variety of traditional cultural activities from countries all over the world. This was such a successful event that will be continued in future years.

In the classroom, learning programs across all stages incorporated values and content that increased student knowledge and appreciation of multiculturalism. This was particularly evident in Stage 3 where students explored Mahtab’s Story which examines the life of a refugee fleeing from Afghanistan to Australia.

The school has a trained Anti-racism officer to manage any complaints of racism. No complaints were received in 2015.

**Other school programs**

**Technology**

The computer lab has 30 desktop computers equipped with a variety of software to support teaching and learning programs across all stages. There is a laptop computer for teacher use connected to an overhead projector to guide lessons. Each classroom has an Interactive Whiteboard powered by a laptop computer. Additionally, classrooms have access to additional computers to support the use of technology in the classroom. Stage 3 classes were equipped with three mini-laptops each to trial their use in research and teaching programs. Their success will see this project expanded in 2016. Additional resources, including additional iPads were purchased to increase the use of technology within the classroom.

**Student Leadership**

Leadership opportunities are offered to students at Chittaway Bay Public School through the Student Parliament, and as Sports Captains and Student Librarians.

The Student Parliament allows students to play a significant role in school management. Parliamentarians are elected as Ministers by students from Years 2 to 5 at the end of each year. The School Captains share the roles of Prime Minister and Speaker. Every student in Year 6 is a member of Parliament and serves on a Parliamentary committee. The Parliament meets each Friday morning and representatives from all classes within the school are invited to attend and raise matters of concern. Formal meeting procedures are followed and agreed upon motions are presented at a whole-school staff meeting for further action.
The Parliamentarians and their committees are responsible for:

- Judging and presenting weekly awards to classes for safety, environmental sustainability, classroom displays and neatness, uniform, and behaviour.
- Organising activities to raise funds for the Year 6 Farewell and a gift to the school through multi days, lunchtime competitions and activities, school discos and ice block sales.
- Running the weekly 3-6 assembly and supporting the K-2 assembly.
- Assisting with the set up and care of sporting equipment
- Speaking at morning and lunch time assemblies about the ‘Focus of the Week’ and advertising their fundraising activities and special events.

This year, the Parliamentarians and their committees initiated a ‘Buddy Bus Stop’ program to help ensure that all students were supported in the playground. Students developed rules and procedures for the program which they will communicate to every class in the school. The Buddy Bus Stop Program is set to launch in 2016.

The Tuggerah Lakes Learning Community Student Leadership Conference was held again in 2015, with three of our school staff on the organising committee. Twenty students from Year 5 were invited to attend the conference in August to develop their knowledge of leadership. 180 students from 9 TLCC schools participated in the day, with students from the High School campuses supporting the running of the event. This year’s keynote speakers included Paralympian Liesl Tesch and Aboriginal Education Consultant Dave Ella who described their own journeys to becoming leaders in the community. Students then broke into six smaller groups to complete a range of activities focused on developing confidence and leadership skills in a variety of contexts.

**Achievements in Music and Dance**

In the 2014, school evaluation feedback from parents evidenced strong support for the school’s K-6 RFF music program designed to give all students the opportunity to identify music interests and talents and broaden career horizons by playing brass and woodwind instruments hired by the school. As a result of the program, the school brass and woodwind band (trained by an external tutor paid for by band-member parents) increased from 17 members in 2014 to 35 members in 2015. The band entered the Hunter Region Band Fest competition at three divisions higher than in the previous year, and was the winner of ‘Most Entertaining Program’. Another highlight of the RFF music program involved students in Years 1-6 competing for a place in the Junk Yard Orchestra Challenge, and seven ensembles winning the opportunity to perform at Erina Fair.

In addition to the RFF Music program continuing in 2015, the school maintained its very successful dance program and entered 3 dance groups (sixty children) in the Central Coast Dance Festival. The majority of dancers in the groups have not danced outside the school setting and were commended for their performance.

The school also runs two Choir programs – Koori Choir available to students who identify as Aboriginal or Torres Strait Islander and a selected friend, and the school Choir which participates in Choralfest. Both choirs regularly perform at school events. The TLCC Koori Choir perform regularly at schools with our Learning Community, as well as at community events.

**Achievements in Sport**

Our school values the development of lifelong social, emotional and physical wellbeing, which is supported through participation in Sport and Physical Education activities. Students are given the opportunity to develop confidence, self-esteem, fitness and motor coordination in regular Sport and Physical Education classes where students are taught the rules and skills for formal sports.

We hold three carnivals each year, Swimming, Athletics and Cross Country, and have students attend Zone and Regional Finals in all events. Our dedicated teachers support student engagement in sport by training students to compete in Primary School Sports Association (PSSA) and gala day competitions.
In 2015, we trained and entered teams in AFL, Soccer, Hockey, Netball, Touch, Softball, Basketball, Cricket and Ball Games competitions. Our Boys’ school Hockey team was particularly successful, becoming Sydney North Champions. The team then travelled to Tamworth and stayed overnight, accompanied by parents and Mrs Smith, to play against Tamworth Public School. It was a fantastic learning experience, and despite losing 4-0 the boys were very proud to have placed 7th in the state. On an individual level, we had two students represent at Sydney North level, one in Hockey and the other in Water Polo.

Being located in a coastal area we value the development of water safety and survival skills. This year 140 students in Kindergarten to Year 4 participated in a 10 day intensive learn to swim scheme. The program aims to develop confidence in and around the water, and basic water safety and survival skills. Swimming is also offered as an option to students in Years 3-6 during Friday Sport in Term 4.

Kindergarten Orientation and Transition
An orientation program is held starting in Term 3 to help transition preschool students successfully into the school environment. There are a variety of different activities, involving both parents and children, including Story time, a Teddy Bears Picnic, and four weeks of parent information sessions accompanied by activity sessions for the children. During this program students are assigned a buddy student from Year 5 who will be available to support them during their transition the following year.

Life Education
Each year Life Education visits our schools over an 8-day period in Term 2. All students K-6 have the opportunity to visit the Life Education van and participate in a program specific to their grade. Teachers accompany students and provide follow up activities in class. It continues to be a very worthwhile program in educating children about healthy lifestyles.

Premier’s Spelling Bee
All students in Years 3-6 are given the opportunity to participate in the Premier’s Spelling Bee each year. This begins with an in-school competition held in Stage 2 and Stage 3. In 2015, all four winners of the in-school competitions attended the Regional Finals held at Wadalba Public School. Our finalists achieved great results, with one of our Junior finalists progressing further than ever before and reaching the final six students in the Region.

Environmental programs
K-2 students visited the Rumbalara Educational Centre where they participated in a guided bush walk through Rumbalara Reserve. They were also involved in a number of hands-on activities that compliments their learning about the Need for Shelter and Wet and Dry environments. A fun and informative day was had by all who participated.

Extra-curricular activities
Teachers accepted extra playground duties in order to allow alternative programs to continue to operate at lunchtime for students who did not wish to participate in unstructured playground activities. In 2015, an art group was added to the other alternative programs of structured play; computer lab; library; and games room.

A Christian youth program also operated one lunch time per week for interested students in Years 5 and 6. This was conducted by a representative of the Tuggerah Lakes Community Church.