Introduction

The Annual Report for 2015 is provided to the community of Tolland Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Matthew Gray
Principal

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Message from the Principal

Tolland Public School continued to develop its facilities and provide extensive opportunities for students throughout 2015. With the assistance of committed staff and a supportive and involved community, students enjoyed a comprehensive range of programs in a quality teaching and learning environment.

One of the most welcoming aspects of the school is the family atmosphere which is represented in how the students at Tolland Public School present themselves through the interactions they have with fellow students and adults alike.

This is based heavily on our Positive Behaviour for Learning (PBL) school values of Respect, Responsibility and Care and Co-operation. These values form the basis of how the students engage on a social and educational level with each other. The parent and community support in ensuring these values are embedded has helped to create positive behaviours for learning, resulting in improved learning outcomes for the students.

I thank the teachers for their ongoing professionalism and efforts to provide for the needs of our students. Their constant focus on the improvement of teaching practice and provision of stimulating learning opportunities has been of immense benefit for the students.

Whilst the school experienced some staffing changes and restructuring of classes due to changing enrolments, teacher focus on quality provision of education never waned. I would like to acknowledge the input of the many casual and temporary teachers who provided quality teaching and learning opportunities throughout 2015 – often at short notice.

We are fortunate to have such an abundance of capable teachers available to support our students’ learning. Thank you also to the support staff for the wonderful work they do for our children; the work of our experienced and dedicated school learning support officers, administrative, maintenance and cleaning staff is highly valued.

I commend the students on their efforts and achievements throughout the year; I am sure people will enjoy reading about some of these in this report. Finally, I thank the parents and community for their ongoing support of Tolland Public School. The school-home partnership is essential in continuing to challenge the students to reach their potential.

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.

Matthew Gray
Principal
School background

School vision statement

Our vision at Tolland Public School is to create a learning environment that encourages high expectations that will challenge and support students with a diverse range of abilities to experience success in learning. We will prepare students for the demands and opportunities of the 21st Century by providing a differentiated and inclusive curriculum that will support them to become life-long learners. We provide opportunities to practice the core values of the school: respect, responsibility and care and co-operation and value the partnership which exists between school, parents and community in supporting students’ learning.

School context

Tolland Public School is located in the city of Wagga Wagga in a medium density suburban area. Tolland PS provides a secure learning environment for students, a significant number of whom are from low SES backgrounds. Aboriginal students comprise 50% of the student enrolments. There is an extremely high mobility rate sometimes exceeding 30% per year. 60% of families in our immediate drawing area live in social housing.

Tolland Public School caters for over 266 students P-6. This includes a Departmental Pre-School, an IO Unit containing three classes, an Early Intervention Centre, the Reading Recovery Training Centre and Centre for Effective Reading. Students benefit from small class sizes which are focused on student needs.

Tolland Public School receives significant funding through the allocated RAM including funding for Indigenous students and Equity funding. These fund additional teaching staff and School Learning Support Officer time to assist students particularly in the areas of Literacy and Numeracy.

In 2013, Tolland became an Early Action for Success (EaFS) School under a three year program. The Instructional Leader EaFS supports learning outcomes K-2 in Literacy and Numeracy through targeted professional learning for teachers.

Our school also supports a significant number of students on Funding Support and Out of Home Care funding. Due to the large number of Aboriginal students enrolled, we also have an Aboriginal Education Officer to support students and families.

The school’s purpose is to provide quality education and experiences to students from a diverse community background through providing a range of engaging learning opportunities that reflect the Quality Teaching Model.

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 school undertook self-assessment using the elements of the School Excellence Framework.
Learning

The learning culture at Tolland Public School is deemed to be sustaining and growing. There is evidence from the School Culture Audit and the Tell Them From Me surveys to show a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The implementation of HOW2Learn across the school from P-6 included the collection of baseline data from staff and students which allowed specific areas to be addressed. Positive and respectful relationships are evident which ensure good conditions for learning. The Feedback Project P - 6 has enabled the whole school community to ensure that well developed and current policies address and monitor student learning needs.

Wellbeing within the school continues to grow and be sustained. The school consistently implements a whole-school approach to well-being through programs such as Positive Behaviour for Learning (PBL) that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The analysis of data on Sentral that tracks positive and negative behaviours in all school contexts indicates that the school is delivering on students being respectful towards identity and culture as well as more responsible for their own behaviours. The Wellbeing Officer role has improved the tracking of student behavioural data and has revealed from surveys to be extremely well supported by all staff. Analysis of data received on the Feedback Model from staff via surveys and discussions reveals that quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. Students are responsible for themselves, and contribute to the wellbeing of others and the wider community. Analysis of data from surveys on Survey Monkey and Tell Them From Me show evidence that the strategic and planned approach to support the wellbeing of students is improving their individual and collective wellbeing. Monitoring and collection of observations about the Feedback Project P – 6 indicate that quality teaching and professional practice are enabling students to connect, thrive and succeed in every stage of their learning and development, culminating in improved wellbeing throughout the school community.

In terms of Curriculum and Learning, Tolland Public School is sustaining and growing. Curriculum provision is enhanced by learning alliances with other schools and organisations. It excels at establishing active partnerships and works collaboratively to ensure continuity of learning for students. The school actively collects and shares student information to support students’ successful transitions. Examination of records points to a variety of agencies that are involved in meeting the needs of all students at Tolland Public School. There are systematic policies, programs and processes to identify and address student learning needs.

The school is sustaining and growing in terms of Assessment and Reporting. It has developed explicit processes to collect, analyse and report internal and external student performance data via PLAN, NAPLAN, EAFS, as well as internal assessments. Assessment data is used to monitor achievement and gaps in student learning and the use of the Feedback Model P – 6 ensures that particular individual students or groups of students receive explicit teaching of targeted areas. Assessment and reporting of the EAFS program is provided via the Instructional Leader. Student reports contain detailed information about individual student learning achievement and areas for growth which provided the basis for discussion with parents. Students use self-assessment and reporting processes to reflect on their learning.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. Tolland Public School achieves good value-added results. From the 2015 NAPLAN data, 95% of year 5 students are at or above national minimum standard in reading. In numeracy, 100% of students are at or above national minimum standards. EAFS data reveals that there has been consistent growth in percentages of students reaching EAFS expectations. In Early Arithmetic Strategies, 100% of Kindergarten students, 92% of Year 1 students and 90% of Year 2 students are achieving at or above EAFS expectations.
Teaching

Self-assessment across the teaching elements suggests that Tolland Public School is excelling in effective classroom practice. The Feedback Project P – 6 gives time for teachers to regularly review learning with each student, ensuring that students have a clear understanding of how to improve their learning. Teachers regularly use student performance data from PLAN and NAPLAN to evaluate effectiveness of their own teaching practices.

The ongoing monitoring and analysis of student data every five or ten weeks via PLAN has ensured that the school is sustaining and growing the Data Skills and Use element. Teachers incorporate data analysis into their planning for learning, monitor progress and identify skill gaps.

Teachers worked collaboratively to improve teaching and learning with set planning days held each term for stage groups. The school is excelling in the way it has embedded explicit systems for collaboration, classroom observation and modelling of effective practice through the Feedback Project K – 6 to drive and sustain on-going, school wide improvement in teaching practice and student outcomes.

In terms of Learning and Development, teachers actively share learning from targeted development with others and are actively engaged in planning their own professional development via the completion and discussion that are part of the Professional Development Plans that all staff compete, monitor and review annually. Teachers address Professional Standards via lesson observations, program evaluations and regular review with supervisors to monitor progress against the Standards. The school has demonstrated that it is excelling at teachers drawing on evidence based research to improve their performance and development as part of the implementation of HOW2Learn P-6.

Professional standards have been sustaining and growing evidenced by all teachers being able to demonstrate responsibility, adaptability and ethical practice in working towards the school goals. They work beyond their classrooms to contribute to broader school programs through such events as the Meet and Greet BBQ, Positive Behaviour for Learning Peer Groups and reward Days as well as Three Way Interviews and whole school special events.

Leading

Leadership at Tolland Public School is sustaining and growing. It is central to school capacity building. The school regularly solicits and addresses feedback on school performance via avenues such as The Tell from Me surveys and interviews, parent surveys and external reports.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to enrich the schools standing within the local community to improve student outcomes. The whole school community understand and support school expectations and aspirations for improving student learning. All staff are committed to the strategic directions for the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely via discussions, surveys and feedback. The school is excelling at fostering collaboration with key stake-holders in the development of the school vision, strategic directions and annual plans. Responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Tolland Public School is excelling in terms of School resources. There is succession planning, leadership development and workforce planning in place which is designed to drive whole school improvement. Longer term financial planning is integrated with school planning and implementation processes. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management practices include opportunities for students and the community to provide constructive feedback on school practices and procedures via surveys, interviews and interactions at school events.

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

Developing Life-long Learners

Purpose

We aim to build an enabling school learning culture so that every student and staff member develops a strong identity as a successful and resourceful life-long learner.

Overall summary of progress

The implementation of the HOW2Learn strategy P-6. Tolland Public School enabled training of four school leaders in Phase1 HOW2Learn. They then presented an action plan and training to all staff in Modules 1 – 4 over the course of the year. The implementation of HOW2Learn has put the learning culture of the school at the forefront of practices across the school community to ensure that every student and staff member develops the capacity to sustain lifelong learning. It has enabled staff to be more systematic in their approach to the provision and analysis of effective teaching practices. Evidence from Tell Them From Me Survey, teacher discussions and the monitoring of teachers programs demonstrates that there is increased and systematic implementation and analysis of effective teaching for learning practices embedded across the school.

The Feedback Project P-6 was established so that all staff had set sessions timetabled to enable the delivery of effective feedback for student learning. There was ongoing professional learning in Effective Feedback for classroom teachers and SLSOs. Consistent monitoring practices were embedded for all tiered interventions. In our Feedback Model, classroom teachers are given additional time (2 hours per week, per classroom teacher) to deliver targeted interventions to their own students. These interventions are designed to deliver ‘point of need’ feedback based on current evidence and is focused on ‘where to next’ for each targeted student. Each teacher works closely with the Instructional Leader to design teaching and learning plans and monitor student progress. Teachers report that this form of intervention is successful because it is timely and delivered in the classroom by the person that the students are most familiar with. One teacher reflected that this model is “Very effective because we know our students better and we can follow up the very same day or the next day with ‘where to next?’ during feedback time.” All students at Tolland Public school are now receiving effective feedback that improves their learning.

A Technology Initiative ensured that training was provided for the use of Office365, SMORE and Configurator. Banks of laptops and recharging laptops stations were purchased as were sets of laptops that belonged to each classroom. The Technology Initiative resulted in staff being more confident in utilising technology within the classrooms with students by providing them with a range of skills in the use of different apps and software. It extended the ability of staff to plan and collaborate effectively though the use of cloud technology such as Office 365. All staff were presented with an IPad for individual classroom use to assist them with the planning and delivery of all programs.

A High Quality Professional Learning Plan ensured that there was ongoing professional learning for staff training in Language, Literacy and Learning (L3), Focus on Reading (FoR), Targeted Early Numeracy (TEN). School based trainer training for Taking Off with Numeracy (TOWN) and FoR. Staff training in the development of Professional Development Plans (PDPs). The implementation of a new PDP format was introduced with professional learning provided for all staff to ensure they could adhere to new guidelines. Lesson observations and subsequent feedback was carried out by supervisors. PDPs were developed and evaluated by all staff. The impact of the professional learning for teachers has ensured that the learning culture at Tolland Public School has improved significantly. The impact of the professional learning for teachers includes a more open and robust professional learning culture where teaching and learning practices are regularly shared, critically examined and strengthened and increased incidence of professional conversations focused on literacy and numeracy teaching, the challenges of change and building the learning capacity of every student. We know that there is more valid and consistent teacher judgement of students’ progress in literacy and numeracy; increased acceptance of lesson observations and the value of critical reflection with colleagues and supervisors; and greater evidence of data-driven teaching and learning.
Strategic Direction 1

A program for the ongoing monitoring and analysis of student data resulted in PLAN data collected and analysed every five weeks for K-2 and ten weeks for 3-6. Data was analysed to inform planning and teaching to allow for differentiated instruction. NAPLAN data was analysed and presented to staff. The ongoing monitoring and analysis of student data resulted in all teaching programs demonstrating differentiated instruction and thus putting personalised learning at the forefront of all teaching and learning at Tolland Public School. Teachers have an improved ability to understand and utilise assessment for, of and as learning. Teachers are utilising data on a more regular basis and more effectively to plan and program for learning. PLAN data is mandatory and there are regular stage meetings where teachers can discuss student movement and plan for targeted and strategic teaching to ensure movement in the future.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ All students are demonstrating growth based on all internal and external assessment measures.</td>
<td>NAPLAN data analysis reveals that Growth for Year 5 students at TPS was equal to or more than State growth for all strands. EAFS and PLAN data tracking demonstrates how individual students are showing growth against cluster markers on the continuums. Teachers are utilising this data to inform planning and teaching. The school is still working towards the establishment of consistent school wide assessment procedures to show student growth.</td>
<td>$276,000 TPL LAST 3-6 SLSO Literacy and Numeracy resources Home Reading Program</td>
</tr>
<tr>
<td>❖ All staff implement personalised learning opportunities for every student in every classroom.</td>
<td>There was increased and systematic implementation and analysis of effective teaching for learning practices. All students received effective feedback to improve learning. PDPs were completed and evaluated by all staff. Staff successfully completed and supported implementation of L3, FoR, TEN, TOWN. All teachers demonstrated taking responsibility for analysing PLAN data to inform teaching. All teaching programs demonstrated evidence of differentiated instruction.</td>
<td>$135,000 Planning Days TPL Feedback Model</td>
</tr>
</tbody>
</table>
Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Two adjustments have been made to the school plan for 2016-17 including: assessment data is regularly collected, analysed and used to guide and inform teaching and learning; all staff plan for, engage in and reflect on ongoing professional learning.

These will be achieved through innovative teaching and learning – implementing the HOW2Learn strategy P-6 to ensure school-wide innovative teaching and learning practice, promoting and modelling authentic assessment and responsive teaching practices that are evidence-based and consistent across the school and facilitating and regularly evaluating targeted, high-quality professional learning that is aligned with the school plan.

Adjustments will be evaluated through HOW2Learn surveys related to school learning culture, NAPLAN and PLAN data analysis, analysis of feedback planning and monitoring data to identify targeted students, intervention and result, surveys, focus groups and strategic feedback, including Tell Them from Me parent, student and teacher surveys, ongoing teacher PDP reviews and self-assessment demonstrate teacher reflection and implementation of current research practices and school initiatives, use of Business Intelligence (BI) tool, analysis and evaluation of tiered interventions and analysis and review of meeting minutes, supervisor notes, program reviews and classroom observations.
# Strategic Direction 2

Embedding Values and Citizenship

## Purpose

We aim to continually develop personal attributes that reflect a sense of responsible citizenship for all students, staff and community members.

## Overall summary of progress

The aim of Strategic Direction 2 was to increase the number of students who reach *medallion level*. Award system data is regularly updated by teaching staff. Analysis of Sentral data indicates the number of students who reached medallion level through the reward system in 2015 was 30 students.

A further aim was to *decrease the number of annual suspensions* and at the end of 2015 the school was still working towards achieving this target. Further analysis of Sentral data to monitor and track negative behaviour choices that lead to suspension will ensure that the school is still working proactively towards achieving it.

Another important aim of Strategic Direction 3 was to *increase parent participation* at parent forums. The intention was to achieve this by increasing the amount of school community events offered and the number of families at these events. Analysis of data at the end of 2015 indicated that the school is still working towards the outcome.

The final aim of Strategic Direction 3 was that *PBL would be embedded* in all facets of the school P-6. Signage was developed and displayed throughout the school and classrooms outlining values and expectations. The whole school community was made aware of the schools values and student expectations through newsletters, bulletins and electronic media. Staff were led through PBL professional learning sessions and were thus well equipped to provide Explicit teaching of PBL values in set classroom sessions. At the end of 2015 *BOQ data was collected, collated, analysed and presented* to staff to show progress and areas of focus for 2016.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All students show improvement in their social and behavioural choices for effective learning | Data analysis from Sentral shows that there were 238 yellow slips reflecting negative behavior and 359 positive incidences. | $67,500
PBL
HOW2Learn
TPL |
| By the end of 2017, 25% of the student population will reach medallion level | Data analysis from Sentral reveals that 15% of the student population reached medallion level in 2015. | $10,000
PBL
TPL
Reward Systems |
This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

There have been five adjustments made to the School Plan for 2016 including; students *attain a higher level of merit than previous year*; *Decrease the number of students in the top tier* to less than 5% of students; semester based *student surveys related to school and relationships at school*: decrease in the number of yellow slips written; students able to verbally describe *reactions and replacement behaviours* that are more acceptable.

These will be achieved through embedding *Positive Behaviour for Learning (PBL)* more extensively throughout the school and school community to build positive relationships and instil values and citizenship. Further, the process will be to align wellbeing, welfare and attendance processes to work towards improved wellbeing, health and safety of all students.

Adjustments will be evaluated through five weekly data collection via SENTRAL to determine priority areas and targeted students. This Information will be presented to staff, students and parents. *Tell Them From Me survey* data relating to relationships and wellbeing will occur every semester. The *Annual School-Wide Evaluation Tool (SET)* and *Benchmarks of Quality (BOQ)* will be completed by the AP Positive Behaviour For Learning. Finally, analysis of the amount of interagency support required for students will be done to ensure that student needs are being met.
**Strategic Direction 3**

Connecting and Collaborating with Communities

**Purpose**

By connecting and collaborating with parents, families, schools and outside agencies, we aim to maximise student engagement and support the wellbeing of all students and staff.

**Overall summary of progress**

One main aim of Strategic Direction 3 was to **Increase student attendance** utilising a variety of attendance encouragement strategies. A Wellbeing Officer was also employed to co-ordinate and manage systems to track and monitor attendance through the analysis of student data via Sentral and direct students and families to appropriate agencies. All attendance was recorded on Sentral. Data was analysed, reviewed and monitored regularly. Teachers monitored class attendance and utilised communication forms and welfare files to track attendance. Targets were highlighted in the newsletter for the school community to work together to achieve set targets. Weekly meetings with HSLO and AHSLO were held to discuss and monitor students with attendance issues. Extra curricula activities were provided to promote attendance such as the Dance Concert in Term 3. Daily attendance draws at morning assembly were held to promote prompt school arrival. These strategies ensured that attendance percentages improved throughout the year to 92%.

The second key element of Strategic Direction 3 was to **Increase parent participation** at school events by collecting data on figures from school functions such as Meet and Greet BBQ, Three way Interviews, Dance Concert, Education Week and Mini Fetes. Parents and students completed **Tell Them From Me Surveys and School App Surveys** to give feedback. The impact of this was that the school organised and held a huge variety of events for parents to be involved in. Numbers of parents involved were tracked and recorded. Analysis of the data demonstrated that increased numbers of parents were participating in school events both inside and outside the classroom.

The final aim of Strategic Direction 3 was to **raise cultural awareness** throughout school community by students being involved in events such as Sorry Day, Harmony Day, NAIDOC Celebrations, REEC visits, opening of outdoor Learning Garden. An Indigenous Scope and Sequence issued to staff and implemented in their programs. Indigenous texts were embedded into all KLAs as per the Australian Curriculum Cross Curriculum Perspectives. Staff attended Professional Learning sessions to explore the new History Syllabus and implement it in partnership with the Indigenous Scope and Sequence The planning and teaching of cultural awareness combined with student’s attendance at a variety of cultural events has given students a greater understanding of cultural awareness as reflected from surveys and observations.

**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>
</tr>
</thead>
</table>
| ❖ Achieve ‘Sustaining’ in all areas of the **Community Assessment tool (Reflection Matrix)** | Tolland Public School is working towards achieving sustaining through the implementation of various projects with parents and the local community. | $81,000  
Wellbeing Program  
Artist in Residence  
Community Engagement Programs  
Three Way Conferences |
### Strategic Direction 3

|   | By 2017, greater than 85% of school families participate in all school based activities | Data analysis reveals that 60% of school families are regularly participating in school based activities and the school is continuing to provide opportunities to encourage parents to take an active role in theirs child’s education. | $24,500 Cultural Awareness Program Dance Program Parent Participation Programs |

### Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

One adjustment has been made to the Improvement Measures for school plan for 2016-17 by the addition of the improvement measure that 50% of Indigenous families participate in Aboriginal Parent Feedback Group

This will be achieved through the following processes; to establish an Aboriginal Parent Feedback Group (APFG) to involve Indigenous parents in their child’s learning, school community and to inform indigenous education, within the school; to improve whole school transition practices for students, staff and parents so that all stakeholders understand and know the school routines, expectations; to establish regular parent learning forums to give parents skills and knowledge to assist their children’s education and wellbeing.

Adjustments will be evaluated by *data collection, collation and analysis reflecting participation and attendance* at the Aboriginal Parent Feedback Group meetings. *Tell Them From Me* surveys regarding transition practices will be completed by parents, staff, students and external agencies. *Data from Learning Forums* will be *collected, collated and analysed and feedback recorded* to track progress and success.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key initiatives</strong> (annual)</td>
</tr>
</tbody>
</table>
| **Aboriginal background funding** | Funding was used to employ a fulltime ASLSO, provide extra LAST time for all primary classrooms to target areas of need in literacy and numeracy, purchase resources and agencies to support the Cultural Awareness program and to provide specific Professional Learning to all staff. | $185,831  
1.0 FTE ASLSO  
TPL  
Cultural Awareness Program  
0.6 LAST |
| **English language proficiency funding** | Funding was used to support newly arrived students with one on one support from the LAST in their own classrooms on a rotating timetable.  
Professional learning was attended by two staff in EAL/D and presented to staff during Staff Development Days. | $14,371  
LAST  
ESL |
| **Targeted students support for refugees and new arrivals** | Funding supported new arrival students in transition to school and specialist English Language Programs. | $1,422  
ESL |
| **Socio-economic funding** | Funding was used to employ additional teachers creating smaller classrooms in order to meet complex needs within the school. It also enable extra SLSO staff to be employed to support students in all areas of learning and social development. Funding was used to provide extra professional learning to staff for Positive Behaviour for Learning and HOW2Learn. An extra staff member was employed to support the Feedback Model in order for classroom teachers to provide explicit feedback and point of need teaching to all students. Literacy, numeracy and ICT resources were purchased. | $529,753  
SLSO Support  
Classroom Teachers  
TPL  
Literacy and Numeracy resources  
PBL  
HOW2Learn  
Feedback Model |
| **Low level adjustment for disability funding** | Funding was used to employ extra support staff to support all students requiring adjustments in their learning. | $115,277  
SLSO Support |
| **Support for beginning teachers** | Beginning staff were supported with extra release time and mentoring from Executive Staff. Professional learning was also funded. | $12,000  
TPL |
<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Early Action for Success | Funding supported the targeted invention of students, professional development in targeted areas of literacy and numeracy, development and use of PLAN data for assessment and tracking purposes and developing the ongoing culture of growth for staff and students.                                                                                                                   | $75,000  
Targeted intervention  
Speech Therapist                                                                 |
|                         | Funding also allowed a Speech Therapist to be employed one day per week to establish the assessment and delivery of speech programs to Kindergarten students at risk.                                                                                                                                                                                          |                                                                                                        |
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>
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<tbody>
<tr>
<td>Male</td>
<td>134</td>
<td>139</td>
<td>95</td>
<td>95</td>
<td>90</td>
<td>107</td>
<td>113</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>91</td>
<td>84</td>
<td>87</td>
<td>89</td>
<td>118</td>
<td>102</td>
</tr>
</tbody>
</table>

**Student attendance profile**

**Management of non-attendance**

The importance of students attending school regularly is continually promoted. Student attendance is monitored carefully and interventions are put in place for students at risk. School attendance is monitored daily and rolls are stored electronically. Students arriving late to school or leaving early are required to complete a partial absence form which is also recorded electronically. Parents are contacted regarding unexplained absences or absences of more than 3 days. Students whose attendance is noted as a concern receive intervention by the Home School Liaison Officer and/or the Aboriginal Student Liaison Officer.

The Attendance Team meet weekly to discuss attendance issues to ensure there is a focus on supporting students who may become an attendance concern. The team, with the support of the Home School Liaison Officer and Aboriginal Home School Liaison Officer, work with students and families to address any issues that may affect acceptable attendance.

**Class Composition**

**Class Structure and sizes**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1-2C</td>
<td>1</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>1-2EJ</td>
<td>1</td>
<td>11</td>
<td>35</td>
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<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>27</td>
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<tr>
<td>1-2T</td>
<td>1</td>
<td>14</td>
<td>35</td>
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<td></td>
<td>2</td>
<td>10</td>
<td>27</td>
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<tr>
<td>3-4L</td>
<td>3</td>
<td>12</td>
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<td></td>
<td>4</td>
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<tr>
<td>5-6P</td>
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<td></td>
<td>6</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>5-6F</td>
<td>5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>K-1H</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1-4O</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3-6L</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>PS</td>
<td></td>
<td></td>
<td>30</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>Instructional Leader</td>
<td>1</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>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>SLSO</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

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

In 2015 Tolland Public School employed four staff that identify as 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>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
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</tr>
</tbody>
</table>

Financial information

Financial summary

<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>401050.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>210958.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>853983.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>25107.66</td>
</tr>
<tr>
<td>Interest</td>
<td>11750.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6474.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1502851.45</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 13874.66
  - Excursions: 9296.34
  - Extracurricular dissections: 45262.97
- Library: 5489.61
- Training & development: 150.00
- Tied funds: 897578.94
- Casual relief teachers: 72362.10
- Administration & office: 46393.12
- School-operated canteen: 0.00
- Utilities: 65994.20
- Maintenance: 20076.60
- Trust accounts: 6212.51
- Capital programs: 38601.61
- **Total expenditure**: 1176478.54

**Balance carried forward**: 288033.54

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.

School performance

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Literacy

- **Percentage in bands: Year 3 Grammar & Punctuation**
  - School Average 2011-2015
  - SSG % in Bands 2015
  - State DoE % in Bands 2015

- **Percentage in bands: Year 3 Writing**
  - School Average 2011-2015
  - SSG % in Bands 2015
  - State DoE % in Bands 2015

- **Percentage in bands: Year 3 Spelling**
  - School Average 2011-2015
  - SSG % in Bands 2015
  - State DoE % in Bands 2015

- **Percentage in bands: Year 3 Reading**
  - School Average 2011-2015
  - SSG % in Bands 2015
  - State DoE % in Bands 2015
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.

In 2015, the school sought the opinions of parents about the school via a Tell Them From Me survey and other surveys throughout the year.

Data analysis reveals that parents feel strongly about many aspects of their child’s schooling. The data demonstrates clearly that the parent body have a very positive attitude towards the school, the wider school community, programs offered and values it promotes. The two key findings, under sub headings, are listed below:

**Two-way Communication with Parents**
- Parents feel welcome
- Parents are informed

**Parents Support Learning at Home**
- Parents support learning at home
- Time on Homework

**Parents’ Participation at School**
- Parents’ participation at school

**School Supports Learning**
- School supports learning
- School Supports Positive Behaviour

**School Supports Child’s Behaviour**
- Safe School
- Inclusive school

In 2015, the school sought the opinions of teachers about the school via a Tell Them From Me survey and were also given other opportunities throughout the year to comment on aspects of Tolland Public School.

Professional Development was a focus of the School Plan for 2015. Data analysis reveals that 95% of teachers felt that they received support to improve the quality of their teaching during the year.
Policy requirements

Aboriginal and multicultural education

The Tolland Public School Indigenous Committee met regularly throughout the year and organised several events with the aim of strengthening connections between school and community. Our first event was to celebrate Harmony Day. With an increasing number of ESL students it is important to respect different cultures. At our whole school assembly students reflected on the importance of respecting difference and diversity. Students were then engaged in a kite making activity, working together in pairs. Classrooms worked with their buddy classroom. The kites were then flown during an enormously fun kite flying session.

NAIDOC Week was acknowledged by children dressing in colours representing the Indigenous or Torres Strait Islander flag. The students participated in a cultural immersion day featuring a range of indigenous activities, games, stories, songs and art presented by two team members from Tumut National Parks. The Mount Austin High School Indigenous Dance Group performed magnificently for a huge audience of students and community members.

The Tolland Public School Indigenous Garden was completed and officially opened. The Indigenous garden provides a natural play area for students and an outdoor learning environment.

The Aboriginal Cultural Immersion Scope and Sequence was reviewed and delivered to all staff across the school P – 6. Time was spent during Professional Development days working with the new document to ensure all staff were able to embed it into planning effectively.

Our school was involved in the Dare to Lead collegial snapshot. Teachers, students and parents were interviewed regarding their knowledge of Aboriginal education, strategies for classrooms, connections with Indigenous support staff and the wider community.

Anti-racism and anti-bullying were embedded directly into the school wide Positive Behaviour for Leaning (PBL) program.

Other school programs

Early Action for Success

Early Action for Success allows for the employment of an Instructional Leader to lead staff in teaching and learning.

Since our Instructional Leader has been at Tolland Public School, she has introduced and developed significant changes in our learning culture, routines and practices that include:

- more rigorous, ongoing assessment, recording and monitoring of student progress every five weeks using Literacy and Numeracy continuums, EA4S guidelines for end of year expectations and PLAN software to inform and guide teaching and learning;
- adopting whole-school practices such as K-6 plotting of students’ literacy and numeracy progress using PLAN software and the use of the Literacy and Numeracy continuums to inform and guide teaching and learning;
- regular data-driven conversations related to five-weekly targeted intervention plans;
- a shift away from whole-class teaching towards small-group instruction and more personalised learning approaches;
- building an evidence-based culture that has embedded a sense of accountability for teachers and led to more consistent and valid teacher judgment in literacy and numeracy;
- a more strategic alignment between our whole-school plan and the allocation of tiered interventions via the Learning and Support Team (LaST) and in-class support for targeted students using EA4S intervention funds;
- mentoring of new executive and supervisors to share best practices and develop curriculum leadership skills; and
- delivering training and in-class support for all existing and new teaching staff in Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) to ensure a seamless transition and level of support when students move from Year 2 to Year 3.

In the last three years, our Year 1 data has steadily improved for Reading, Early Arithmetic Strategies, and Forward Number Word Sequence.
Comprehension and Writing have been a major focus for our Professional Learning in the last two years and thus the data reflects teachers’ deeper understanding and more accurate assessment of student progress. 2015 data appears very promising. Place Value progress has now become a significant focus in Year 1 for those students who are already counting on and back and teachers are now explicitly addressing this aspect of numeracy.

**Sports Report 2015**

This year we had another great year in sport. Tolland continued to participate in the Mortimer Shield and Trent Barrett Shield rugby league and Austag competitions. Again we had both boys and girl’s teams enter these competitions.

We have had an exciting year with our sporting carnivals. Similar trends continued to previous years with close competitions occurring in all three sporting carnivals. COOK managed to continue its success in the swimming and athletics carnivals, whilst HARGRAVES retained the Cross Country shield for the second consecutive year.

**Sporting Challenge medal**

The sporting challenge medal is a special award that is given to a student who doesn’t necessarily win every event, or is the best player on the team, but is someone who can be relied upon to always give 100% effort. This award is given to someone who is always willing to put their hand up to participate, always shows great sportsmanship and has a positive attitude at all times.

This year, the award is given to a student who participated in Mortimer shield (Rugby League), Trent Barrett Shield (Rugby League) the athletics, swimming and cross country carnivals. He always participated in school sport with a positive attitude and always displayed our school values on the sporting field.

This year, the sporting challenge medal for 2015 was awarded to Mason Tak.

**Sports Champions**

The sports boy and girl champions are awarded to two students who have achieved extremely well in sport this year. With a points system in place, students were allocated points for participating and representing in sports. At the end of the year the student or students with the most points are announced the winners of these prestigious award.

- **Sports Boy**
  - This year was a close race for the Sports boy award as several boys performed highly in different sports. Joey Cama had a fantastic year in sport.
  - He competed in all three School carnivals, winning many races and events at both the swimming and Athletics Carnival. Joey also finished 1st to win the Cross Country carnival for his age group and completing the trifecta of winning the Senior Boy Champion for all three events.
  - He competed at the regional carnival for Swimming and Cross country finishing as high as 5th and being placed as a reserve for the Wagga Cross Country team. In Athletics, Joey went on to represent Wagga at the Riverina Carnival in Albury.
  - Joey competed in the Riverina PSSA AFL and Basketball carnivals as a member of the Wagga team. On both occasions it was reported back that he performed very well and was unlucky not to be selected for the Riverina teams.
  - He was a member of the Mortimer Shield team where he was a standout performer, winning the best and fairest for the team at the end of the day.

- **Sports Girl**
  - The recipient of the Sports girl for 2015 was Tiara Merritt. She put her hand up to participate in any and all sports available throughout the year. She was her Age Swimming and Athletics Girl champion, and represented Tolland Public at the district Athletics, Swimming and Cross Country carnivals.
  - Tiara was a standout performer in the Mortimer Shield girls’ Austag team, scoring countless tries and being named best and fairest for the day.
  - She represented Tolland and Wagga at the Riverina Trials for Touch Football and participated in the school touch football and indoor hockey competitions.

**School Student Representations 2015**

- **Wagga District representatives**
  - Tiara Merritt- Athletics, Touch Football
  - Joey Cama- Athletics, Basketball, Swimming
  - Leroy Charles-Athletics

- **Riverina Representatives**
  - Jayden McDonald-Softball
  - Leroy Charles-Athletics

- **State Representatives**
  - Leroy Charles-Athletics
Dance Program

In 2015, students at Tolland Public School once again embarked on a whole school dance program which was facilitated by local hip-hop teacher Callie McDonald. The school used RAM funds to subsidise this program and to employ Callie over a ten-week period.

During the program, each class was taught an individual dance through weekly lessons. Each routine promoted basic movement skills that explored rhythmical patterns, loco motor and non-loco motor movement, repetition and co-ordination. The students were encouraged to build their self-confidence as the focus of the lessons was on the movement, not the whole technique. By the end of the program, each class learnt an entire dance routine that was used for the annual school dance production ‘Decades of Dance’.

Due to the success of the 2015 school dance production, a similar dance program will be run in 2016. This program will also include the employment of an external dance coach over a ten-week period with the conclusion of the program being a whole school stage production.

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.

Matthew Gray Principal
Tracey Smith Instructional Leader
Rachel Linsell Assistant Principal
Kathryn Harriott Assistant Principal
Terri Inglis Assistant Principal
Kathryn Fox Classroom Teacher
Lynn Burgess School Administration Manager
Jackie Ingram Aboriginal Education Officer

School contact information
Tolland Public School
Hawkes Pl, Wagga Wagga, NSW 2650
Ph: 6931 1263
Fax: 6931 4312
Email: tolland-p.school@det.nsw.edu.au
Web: http://www.tolland.p.schools.nsw.edu.au
School Code: 4410

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: