



Education &
Communities

Tullamore Central School Annual School Report 2014



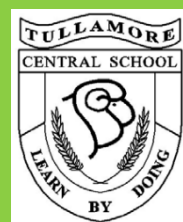
Respectful

Responsible

Cooperative



Honest



3270

School context statement

Tullamore Central School (CS) is located in the western plains of NSW, in the Parkes Shire, catering for students from Kindergarten through to Year 12. Our current enrolment is 85 students, including 55 Primary and 30 Secondary students plus 4 Adult education classes.

Tullamore CS embraces Positive Behaviour for Learning (PBL). Our mascot is a sheep named "Tully". Our school values are to be Respectful, Responsible, Cooperative and Honest at all times.

Along with 6 other schools, we are part of the Western Access Program, allowing us to offer a high quality, broad curriculum to HSC students.

Tullamore CS has a very supportive and involved school community including an active and engaged P&C and AECG.

Staff are a mix of very experienced and early career teachers, committed to delivering innovative educational experiences and to constantly improving their skills in line with the latest professional learning.

Tullamore CS offers wide range of extracurricular opportunities including sports, music, drama, debating and leadership skills, as well as having a strong focus on the basics. Vocational educational opportunities as well as a robust academic curriculum are offered.

Tullamore CS has excellent student attendance rates and NAPLAN growth rates, as well as very high expectations of student behaviour. Individual support is provided for those who experience difficulties.

Tullamore CS has modern facilities including a brand new Trade Training Centre, video conferencing / connected classroom facilities, as well as an ag farm. The kitchen is being upgraded in 2015 to support Hospitality course delivery.



Emily Ashe and Kylie Pietsch with Governor Marie Bashir.

Principals Report

Well what a wonderful year 2014 has been at Tullamore Central School. Looking back through the year's events calendars, newsletters and Facebook page posts I was struck by just how many great activities and achievements our school has packed into a 40 week school year. This is a reflection on the combined efforts of our staff, students, parents and school community. Tullamore Central School well and truly punches above its weight in terms of curriculum experiences and extracurricular adventures. From a pure data driven perspective our school is in wonderful shape as evidenced by:

- NAPLAN growth rates well in excess of state average for the big majority of students across most categories.
- Attendance rates and other tangible student welfare measures well above state average.
- Staff participation in professional learning is very high, a reflection on our commitment to developing staff skills which flow on to benefits for student learning outcomes.

Of course the real value of a school is so much more than data. I am extremely proud of what our students do on a day to day basis and most importantly their development as maturing young Australian citizens. Our students demonstrate the qualities of being Respectful, Responsible, Honest and Cooperative to a very high standard, making myself and of course our friend Tully very proud!

Our School Management Plan for 2015-2017 has been developed after an extensive consultation process. Our 3 strategic directions will be :

Designing Pathways to Success – acknowledging that all students are different, have individual abilities, interests and ambitions and planning accordingly so that all students can experience success from the most academic pathways to the most vocationally based.

Promoting Professional Innovation – ensuring our staff have access to the best professional learning and that Tullamore Central School is a place of innovation in teaching and learning.

Nurturing Dynamic Partnerships – The quality of our partnerships with our community, local and regional businesses, collaborations with expertise in other schools, relationships with our parents and carers are vital in ensuring the success of our school and that students get maximum opportunities for success.

The efforts of many people in the Tullamore school community are regularly above and beyond the call of duty and are greatly appreciated by everyone. Our wonderful P&C deserve a special acknowledgment for some monumental fundraising efforts over the course of the year and we are all very appreciative of their efforts.



We had an enjoyable, colourful and tasty NAIDOC event

P&C Report

2014 has been a very busy and successful year for our wonderful school community. The P&C has a productive core group of contributors and would like to encourage all parents and citizens to become actively involved with the P&C, students and teachers.

I would like to congratulate the many dedicated parents and citizens who continually and selflessly give their time to be involved with Tullamore Central School. A special thanks to Mel Alvey our secretary and Cindy Larkings our Treasurer for their extra help in the past year.

Parents are continually volunteering their time to transport children to sporting events and excursions, aiding the teachers on excursions and assisting at sporting events (coaching, time keeping, cafeteria etc). Both parents and dedicated members of the local community help teachers and students in class and at student performances, teach scripture and work for P&C fundraisers.

Fundraising for the year 2014 included :

- Irish festival catering ,4T's Band catering
- The Tullamore School Fete
- Athletics Carnival , NARAF cross country
- Endeavour Car Rally
- Garden express fundraiser

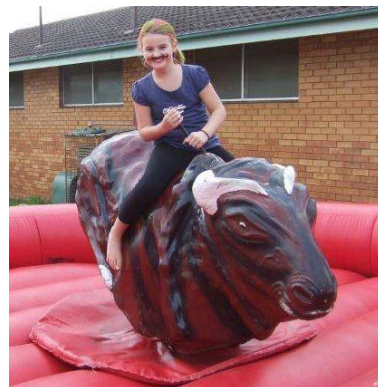
I would like to thank the businesses and town facilities for allowing the school and P&C to use their premises such as :

- Pola Park and Tullamore pool for the school carnivals.
- Bowling club for catering and meetings
- CWA rooms for fundraising and training.
- Tullamore Hotel for raffles , joker draw and meetings

The P&C is a non-profit organisation, some of the profits this year were spent on :

- School Excursions, state swimmers donation
- School Library Air- conditioning (part funding)
- School scholarships
- School Library grant
- Catering equipment
- Bring Jason home appeal
- Royal Far West donation

P J. Edwards , President P&C



The P&C raised much needed funds at our school fete

AECG Report

Well 2014 has been an interesting year. We have been actively involved in the Western Region AECG, myself as President for the past 12 months, gaining lots of knowledge and strategies for our Aboriginal Children. We have 4 Full members, 3 Associate Members of our Tullamore AECG. Tullamore AECG includes Tottenham and we were excited to welcome Trundle School into our AECG this year. We had another great NAIDOC day celebration the kids enjoyed all the activities. The Dancers from Peak Hill were fantastic the children loved being taught how to do some of the dances. The food was amazing with the Wattle seed chocolate, Bush tomato and Cheese Scones, Lemon Myrtle Cupcakes, Native citrus spiced chicken as well as kangaroo and emu sausages. The hand painting around the shape of Australia was fantastic for the children to do and display in the school. Thank you to everyone involved in each of the events.

Our School was well represented this year at the NAIDOC Public Speaking and Debating challenge that the REART team runs each year. Our Debating team included Jack Darcy, Mikala McLean, Dan Walker and Jye Langley. Our public speaking team included Charlotte Darcy and Samantha Edwards. Both our teams competed against teams from the Dubbo Principals Network Group and spoke on the topic of **Serving Country: Centenary and Beyond**. In the Public Speaking competition there were approximately 20 teams of 2 children, one Aboriginal and one non aboriginal. We were very proud to have Sammy and Charlotte named winners of this competition. The debating team competed against Dubbo College South Campus, Narromine High School and Delroy Senior Campus. These teams were majority year 10, 11 and 12 students. Our team were the negative in both their debates. We were very proud when our Tullamore Debating team were named winners. Both teams represented the school in the Network finals against schools from the Lachlan, Bathurst, Orange, Macquarie and Western Plains Principals Network Groups in Dubbo, although they didn't

win they should be proud of their achievements. The debaters and public speakers spoke extremely well and represented our school with pride.



Tullamore was very successful at the NAIDOC Public speaking

The AECG is a conduit between Aboriginal Families and the Educational providers, we ensure that our children's learning outcomes are achieved and that our students are able to access the best possible education. We also ensure that our students learning needs are catered for and each child is taught to their individual needs. There are many programs that are available for our children. We will be working closely with our schools in the future to ensure that there is proper consultation with the AECG to ensure that our children's learning outcomes are achieved under the new Local Schools Local Decisions framework. We have been encouraging all Schools to have Personal Learning Plans in place for all students and we have been actively trying to find programs for our students who need extra support as well as programs to extend our children and provide leadership opportunities.

I would like to thank all of our families who have become involved in our AECG and would like to encourage all other families to become involved, voice your opinion and find out what programs are available. Thank you to Belinda Lindsay for being my support this year and look forward to working with you next year. Thank you Peter Nichols, Steve Garriock and John Southon for being so involved in the AECG and for supporting our committee to provide the best possible learning outcomes for our Aboriginal children.

SRC Report

The 2014 SRC has had a very successful year. We have held many different events including a whole school disco, movie night and the Tullamore Central School Talent Quest. All SRC representatives have keenly participated in meetings and assisted with events. Our School Captain Kylie Pietsch and Vice-Captain Tallise Stevenson flew to Sydney with Miss Shankelton to participate in the Secondary School Student Leadership Program, and meet the retiring Governor of NSW, Dr Marie Bashir OAM. Both primary and secondary captains have spoken and proudly represented our school at various community events. Our current SRC students have enthusiastically began the process of attaining a refrigerated bubbler for the primary students and are investigating the possibility of sponsoring a child in 2015. We would like to thank the students, teachers and parents for their support.

Mrs Laing and Miss Gaiter – SRC Coordinators



The 'Amazing Race' was an 'amazing' event !



The CWA treated our 5/6 class to a lovely Botswanan lunch

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

	Primary Female	Primary Male	Secondary Female	Secondary Male	Total
2008	22	27	10	15	74
2009	21	29	19	14	83
2010	25	29	13	18	85
2011	29	34	11	13	87
2012	25	24	9	9	67
2013	28	28	10	14	80
2014	26	25	10	15	76

Student attendance profile

Tullamore CS continues to have excellent overall attendance rates. Thank you to all of our parents for their support in ensuring the regular attendance of their students.

Primary attendance

Year	2009	2010	2011	2012	2013	2014	
School	K	94.0	92.0	88.3	92.6	96.2	94.3
	1	90.1	89.5	91.3	92.8	95.8	93.3
	2	90.1	87.2	93.0	95.7	98.2	96.3
	3	90.7	92.9	89.3	93.9	97.4	96.1
	4	91.7	88.7	93.3	94.1	97.3	94.8
	5	93.8	89.4	83.9	96.7	96.1	95.7
	6	93.1	83.3	92.1	87.7	97.2	93.8
Total	91.7	89.1	90.0	93.6	96.8	94.7	
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
Total	92.1	94.4	94.3	94.2	94.7	94.8	



Good attendance promotes good learning outcomes.

Secondary attendance

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		93.9	93.0	85.7	91.1	94.3	97.7
8		85.8	88.5	86.2	84.0	88.8	93.1	
9		86.4	83.8	84.8	85.1	95.2	92.9	
10		89.2	83.7	75.5	88.5	84.5	97.7	
11		97.0	93.2	18.5	86.2	96.9	73.6	
12		83.6	89.3	100.0	67.9	90.5	87.7	
Total		92.2	91.5	88.3	76.3	86.1	94.8	93.3
State DEC	Year	2008	2009	2010	2011	2012	2013	2014
	7		92.3	92.6	92.5	92.4	93.2	93.3
8		90.0	90.5	90.1	90.1	90.9	91.1	
9		88.8	89.1	88.8	88.7	89.4	89.7	
10		88.7	88.3	87.1	87.0	87.7	88.1	
11		89.4	89.1	87.6	87.6	88.3	88.8	
12		89.4	89.8	89.2	89.3	90.1	90.3	
Total		89.9	89.7	89.9	89.2	89.1	89.9	90.2

Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
Seeking employment	n/a		
employment	n/a	100%	100%
TAFE entry	n/a		66.6%
university entry	n/a		
Other	n/a		
unknown	n/a		

The 3 HSC students in 2014 students have moved to the following post school destinations:

- Full time employment with Home Care Services and Aged Care
- Part time employment in Retail and continuing study at TAFE in Event Management
- Part Time employment in the Childcare industry and continuing with further TAFE study in this area

There were no full time year 11 students in 2014, however one student in year 10 had early commenced a preliminary course and will be continuing this into the HSC whilst studying their preliminary courses in 2015.

Year 12 students undertaking vocational or trade training

All students (100%) undertook vocational and trade training via TAFE and / or the Western Access Program.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All 3 students (100% of year 12 cohort) obtained a VET qualification:

- ✓ Certificate III in Health Service Assistance (Assistant in Nursing).
 - ✓ Certificate III in Children's Services
 - ✓ Certificate III in Electro technology.
- All three students attained the HSC.



HSC / WAP graduates with Lachlan Director, Glenn Stewart

Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teachers	1
Classroom Teacher(s)	7
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	5
Total	17

Staff are a mix of very experienced and early career teachers, all committed to delivering high quality educational experiences to our students and continually updating and improving their skills in line with the latest professional research.

Mrs Donna-lee Horsburgh was successful in gaining the Assistant Principal position via merit selection in 2014. Mrs Carmel Laing (Primary) was appointed to Tullamore CS via the process of an incentive transfer. Mrs Courtney Middleton (Secondary – English) was appointed to Tullamore CS as a new graduate.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	23

Professional learning and teacher accreditation

All of our staff are committed to improving and developing their skills and knowledge by regular participation and leadership of professional learning activities.

Staff Development Days are used to complete both mandatory training requirements and also other targeted training to address identified priority areas of the school plan.

Average expenditure per teacher on professional learning, at the school level in 2014 was \$1720.24

Total school expenditure on professional learning was \$29 244.21

There are 2 New Scheme teachers currently working towards accreditation. There are 5 New Scheme teachers who are maintaining accreditation at professional competence.

Currently there are no staff seeking voluntary accreditation at Highly Accomplished.

Remaining teaching staff were employed prior to the New Scheme teacher accreditation process; however maintain their employment via annual Teacher Assessment and Review Schedule processes.

Teachers at the school have participated in a wide variety of specific significant professional learning programs including

- Reading to Learn
- Curriculum specific network days via the Western Access Program
- National curriculum implementation, including Literacy and Numeracy Continuums.
- Technology skills
- Special Ed conferences to support students with disabilities
- A wide variety of school based mandatory and additional professional learning
- Positive Behaviour for Learning
- Student Organised Learning Environments or SOLE.
- excursions which enrich teaching across KLA's
- strategies to support students with additional learning needs

- Specialist Primary Mathematics curriculum development in collaboration with Sydney schools.
- Working Cooperatively conference re stress, trauma and the resultant effect on children and learning.



Our 'Go Blue for Autism' day raised funds and awareness

Beginning Teachers

Funds for Beginning teachers under the Great Teaching, Inspired Learning Plan were used to facilitate release days for teacher professional learning for specific curriculum based needs. In 2015 we will utilise these funds to establish collaborative networks with neighboring schools to support our beginning teachers.



Tullamore CS promotes healthy lifestyles including diet

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	282285.05
Global funds	151339.99
Tied funds	124563.82
School & community sources	59058.39
Interest	8196.24
Trust receipts	16056.05
Canteen	0.00
Total income	641499.54
Expenditure	
Teaching & learning	
Key learning areas	21069.79
Excursions	18453.93
Extracurricular dissections	17025.87
Library	3471.65
Training & development	29244.91
Tied funds	147112.32
Casual relief teachers	30246.10
Administration & office	39049.15
School-operated canteen	0.00
Utilities	34742.66
Maintenance	29734.79
Trust accounts	5682.87
Capital programs	0.00
Total expenditure	375834.04
Balance carried forward	265665.50

A full copy of the school's 2014 financial statement is tabled annually at P&C meetings. Further details concerning the statement can be obtained by contacting the school.



Investing in extracurricular activities such as music has valuable benefits for Tullamore CS

School performance 2014

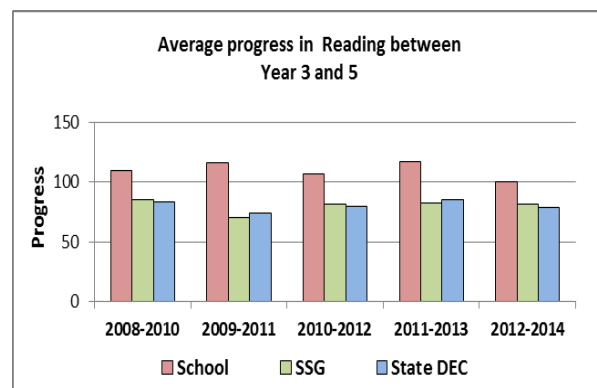
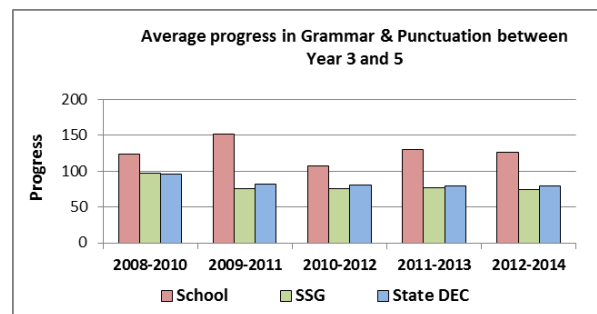
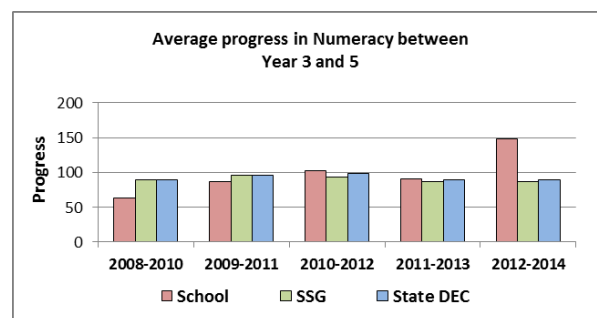
Academic achievements

NAPLAN

As Tullamore Central School has cohorts of less than 10 students sitting NAPLAN in Years 3, 5, 7 and 9, aggregated information is not to be reported on due to privacy reasons and the statistically unreliability of data measuring small sample fields.

The graphs below show growth for matched students between Years 3 and 5 in aspects of NAPLAN testing, across the past 5 years of testing.

The graphs show that students at Tullamore in 2014 NAPLAN testing achieved growth rates in Numeracy, Reading and Grammar and Punctuation well in excess of State and Similar School Group averages.



Year 7 Reading and Numeracy data shows the school performing above State and Similar School Group averages in these areas.

Higher School Certificate (HSC)

As Tullamore Central School has cohorts of less than 10 students sitting the HSC in 2014, aggregated information is not to be reported on due to privacy reasons and the statistically unreliability of data measuring small sample fields.

Other school based assessments

The school offers students the opportunity to participate in a variety of external testing competitions run by private organisations and universities.

Students in stage 5 who are requiring extension in mathematics are able to access the 5.3 level of the mathematics curriculum in preparation for them embarking on 2U and Extension 1 mathematics in Year 11. In 2014 2 students accessed this course and both are anticipated to study 2U Mathematics.



Tullamore students participate in the annual Science and Engineering challenge.



Environmental education is valued highly at our school

Other achievements

Tullamore CS proudly and enthusiastically participates in a very wide variety of extracurricular activities, including the following.

- Debating and Public speaking – various regional debating competitions, CWA Public speaking and NAIDOC public speaking competitions.
- Sports - swimming, athletics cross country, rugby league, soccer, netball, table tennis, lawn bowls and others. We also hold regular sports events with our 4T's partners Trundle, Trangie and Tottenham.
- Active After School Care and Homework Centre.
- Drama and music – the 'Big Gig', extracurricular music lessons, house performances, regular performances at assemblies and special events
- Excursions – a wide range of curriculum based and extracurricular excursions to far flung places such as Melbourne, Canberra, Bathurst, Dubbo and Sydney.
- Special events such as Book Week, NAIDOC week, CWA International Day presentations and lunch.
- Community events such as ANZAC Day, Tullamore Show, Tullamore Irish Festival.



Our students produce fantastic work for the Tullamore Show

- Charity fundraising events such as Go Blue for Autism, Jump Rope for Heart, Pink for Breast cancer plus local events.
- SRC fundraisers such as Movie Night, Discos, Nerd Night, Sports days.
- Special health promotions such as Healthy Harold, Crunch 'n Sip and Hygiene Heroes.



You never know who you will meet on an excursion

In late 2014 we were excited and honoured to learn we had been selected for the 2015 Gallipoli Schools Tour to commemorate the 100th Anniversary of Gallipoli in Turkey. We received a lot of media attention.



Prime News visited re our Gallipoli ballot announcement



Enjoying some outdoor adventure and recreation

Significant Programs and Initiatives

PBL – Tullamore CS is a Positive Behaviour for Learning School. Our school values are

Respect Responsibility

Honesty Cooperation

Our PBL values underpin our discipline and student welfare systems. PBL values and expectations around behaviours in various contexts around the school are taught explicitly in weekly lessons, where students are in vertically integrated groups, mixing from Year 12 to Kindergarten.

Tullamore CS students participate in BRATS (Buddies Reading Across the School). BRATS is a peer reading program where students are paired with another student who is their reading 'buddy'. Generally older, more capable readers are paired with younger, developing readers. BRATS runs 3 times a week and is well supported by staff and students.



It's great to work on your reading with a "Buddy"

Tullamore CS is part of the Western Access Program (WAP), along with partner schools Trundle, Trangie, Yeoval, Peak Hill, and Tottenham. The WAP allows senior students to study a broader curriculum and involves delivery of Stage 6 and early commencement Stage 5 courses via video conferencing across the 6 schools.



We run a very well supported breakfast program each day.

Aboriginal education

Tullamore CS has an active and involved AECG committee. The school celebrated an excellent NAIDOC Day event where all students were involved. The percentage of Aboriginal students at Tullamore CS is too small to allow publication of data in relation to attendance, retention and literacy and numeracy for these students, due to privacy considerations.



The Peak Hill dancers joined us for NAIDOC Day

Multicultural education and anti-racism

Tullamore CS has a designated anti-racism officer. Our school recognises and celebrates cultural diversity of modern Australia in a wide variety of curriculum and extracurricular contexts described elsewhere in this report.

Equity Funding Requirements

Equity Funding in 2014 was allocated to support our isolation and socio-economic factors and utilised as follows:

- Employment of a music tutor to teach band and music lessons to participating classes and students.
- Support for PBL
- Purchase of literacy and numeracy resources.
- Support for technology.
- Employ 0.5 teacher to support maintaining a 3rd Primary class and increase Secondary curriculum options
- 0.8 School Learning Support Officer time to support literacy and numeracy strategies implemented in classrooms and provide additional assistance to targeted students.

English language proficiency

The school had no enrolments from non-English speaking backgrounds.

Learning and Support

In May and November all students K-6 and identified secondary students receive school based testing to determine book reading level, word reading and spelling age; plus vocabulary and comprehension scores as follows :

- Standardised reading decoding testing K-10 [if below 12 years on previous test] to guide LAST and class support.
- Waddington Reading Test K-6+ for information re vocabulary and comprehension development
- South Australian Spelling Test K-10 to guide knowledge of, progress in, help needed with spelling

All teachers are required to demonstrate adjustments made for students with disabilities in their teaching programs.

Integration funding is used to support students with disabilities access mainstream class settings by providing additional support staffing.



Equity funding in 2015 will provide additional financial support for curriculum based excursions.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of student performance data – e.g. NAPLAN, HSC, school-based assessments
- Evaluation of teaching and learning programs
- Informal evaluations involving staff, students and community.
- Collated results from formal surveys.

School planning 2012—2014: progress in 2014

School priority 1 : Literacy and Numeracy

Outcomes from 2012–2014

- Increasing literacy and numeracy growth to be comparable to or greater than state growth
- Increasing across school use of data to inform teaching and learning

Evidence of progress towards outcomes in 2014:

- Most matched students in NAPLAN demonstrated growth well in excess of state average growth rates.
- Aggregated growth data for the school was in excess of state average growth rates in most areas.
- Professional learning of staff both internally and externally provided, focusses on students' performance data analysis to guide teaching and learning practice.
- School assessment data displays excellent progress in reading for students receiving additional support.

Strategies to achieve these outcomes in 2015

- Implementation of Reading to Learn in classrooms.
- Implementing corrective reading program K-10 as appropriate
- Employment of 0.8 part time School Learning Support Officers to support literacy strategies with targeted students.

- Analysis of data at staff and curriculum meetings including NAPLAN, ESSA, HSC, Best Start, school based assessments.
- BRATS (Buddies Reading Across the School) continue to operate 3 days per week.



We had a wonderful adventure to State of Origin in Sydney

School priority 2: Curriculum & Assessment

Outcomes from 2012–2014

- All teachers demonstrate that the use of ICT is embedded in classroom practice.

Evidence of progress towards outcomes in 2013:

- Formal and informal observations indicated that the effective and innovative use of ICT is embedded in all classrooms across the school to varying degrees.
- Use of Information and Communication Technology is embedded in teaching and learning programs.

Revised outcomes for 2015

- All teachers to be successfully implementing curriculum and syllabi while ensuring student success through varied and effective assessment practices

Strategies to achieve these outcomes in 2014:

- Curriculum meetings twice per term. Staff meetings to have regular focus on professional learning.
- Expand students technology use through virtual excursions, educational applications on iPads.
- Staff professional learning in ICT through iTEach21 as required.

- HT and AP to lead staff in the development of teaching & learning programs that embed QT.
- KLA specific professional learning opportunities based on networks with experiences high quality practitioners in other schools
- Great teaching Inspired Learning document used as a professional learning tool.

School priority 3: Engagement & Attainment

Outcomes from 2012–2014

- Improvement in student engagement and attainment

Evidence of progress towards outcomes in 2014:

- Attendance rate remained very high. Partial absenteeism i.e. truancy is zero.
- Suspension rate remained negligibly low zero for the 2014 year. Low numbers of discipline referrals.
- All students attained relevant HSC or VET qualifications entered at the start of the year.
- Successful transition programs for those entering Kindergarten, Year 6 into 7, and Year 12 into workforce / further education.

Revised outcomes for 2014

- Maximise the engagement and attainment of all student and support quality exit destinations for school leavers
- Maximise opportunities created for participation in extracurricular activities

Strategies to achieve these outcomes in 2015:

- Join with WAP schools to facilitate the continued broad curriculum offered to Stage 5 and 6 students via WAP.
- Continue to refine and implement PBL across the school.
- Develop student leadership and attainment of qualifications through Active Afterschool sports community coach training.
- Join with other 4T's schools to hold one gala sport event per term for Primary and Secondary.

- Join with 4T's schools to hold one musical enrichment day per term.
- PBL signage purchased and displayed around school to reinforce positive behaviours.
- Develop student's musical skills using an expert music tutor from Mitchell Conservatorium of Music.

School priority 4 : Aboriginal Education

Outcomes from 2012–2014

- Improved outcomes for Aboriginal students

Evidence of progress towards outcomes in 2014:

- Successful NAIDOC week celebrations
- Success at NAIDOC debating and public speaking competitions.
- Involved and active AECG.

Revised outcomes for 2015

- Aboriginal perspectives are integrated into whole school practice and curriculum as appropriate.

Strategies to achieve these outcomes in 2015:

- Personalised Learning Plans for Aboriginal students.
- Continued whole school celebration of NAIDOC Day.
- Continued participation by Aboriginal and non-Aboriginal students in relevant events e.g. NAIDOC Public speaking.



Lachlan House were successful at our swimming carnival

School priority 5: Leadership & management

Outcomes from 2012–2014

- Leadership density improved

Evidence of progress towards outcomes in 2014:

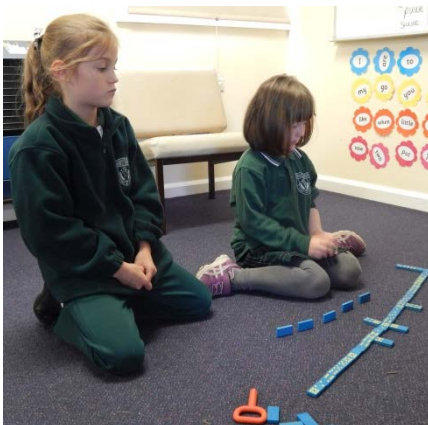
- Comprehensive staff participation in appropriate and relevant professional learning.
- Staff taking on higher duties relieving roles when required with confidence and competence.
- All staff taking ownership of aspects of school life, as per annual roles and responsibilities review.
- Facebook page established and well supported.

Revised outcomes for 2014

- Leadership skills of all staff are developed and encouraged.
- Promotion of the successes of all members of the school community.
- Continued enhancement of physical infrastructure of school

Strategies to achieve these outcomes in 2015:

- Continued promotion of professional development opportunities and practices
- Continued annual review of roles and responsibilities with all staff expected to lead and manage an aspect of school life.
- All meetings to have a professional learning component.
- Professional reading to be an encouraged part of staff culture.
- Expanded mentoring programs within WAP schools
- Staff requirement to be part of at least one committee.
- Improved physical condition of school buildings and grounds via various sources and funding applications.



Cooperative learning in action

Parent/caregiver, student, and teacher satisfaction

In 2014, the school conducted surveys with parents, staff, students and community to ascertain areas of improvement and to develop strategies to facilitate improvement.

The results were used in the development of the 2015-2017 School Management Plan.

There was an overwhelmingly positive response to the surveys indicating a general level of satisfaction with the school.



Our school concert was enjoyed by all

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.



Pretty in Pink to raise funds for Breast cancer awareness

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.

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

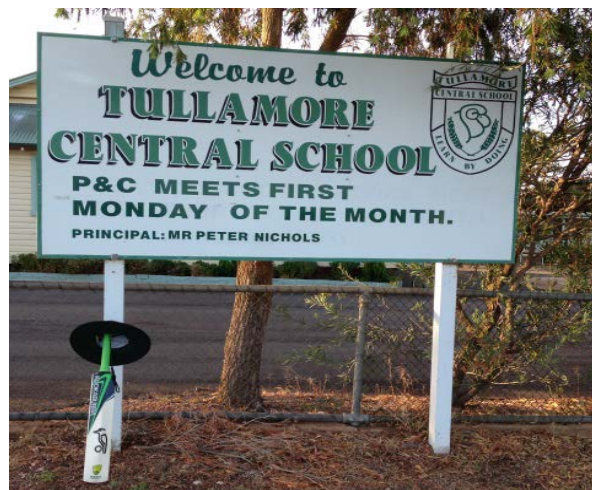
<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

I would like to thank the following people for their specific contributions to the information included in this report.

Peter Nichols, Principal
Natasha Shankelton, Head Teacher
Donna-lee Horsburgh, Assistant Principal
Kathy Hillam, School Administration Manager
P.J. Edwards, President, P&C
Di Darcy, President, AECG
Carmel Laing & Lauren Gaiter, SRC coordinators
Vivienne Bolam, Learning and Support Teacher



A great Irish Festival, to be sure, to be sure



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<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>



125 Years of Western Sport in 2014. 2015 will be the 125th Anniversary of public education in the Tullamore District. Celebrations will be held on the October long weekend.