

# Tullamore Central School (3270)

## Annual Report 2015

*Nurturing  
Dynamic  
Partnerships*

*Promoting  
Professional  
Innovation*

*Designing  
Pathways to  
Success*



## Introduction

The Annual Report for 2015 is provided to the community of Tullamore 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.



**School contact details:** Tullamore Central School, Hinkler St, Tullamore, NSW, 2874

Website: [www.tullamore-c.schools.nsw.edu.au/](http://www.tullamore-c.schools.nsw.edu.au/) Email : [Tullamore-c.school@det.nsw.edu.au](mailto:Tullamore-c.school@det.nsw.edu.au) Phone : 02-68925005

## Message from the Principal

What an epic year 2015 has been. I am extremely proud of the many wonderful achievements of our students, staff and community.

I would like to thank our staff for their commitment, goodwill and professionalism in 2015. Without proactive and positive staff contributions, nothing meaningful and positive can happen in schools. So thank you everyone who has made our school a success in 2015, including our cleaning staff, bus drivers, scripture and music tutors, ancillary and support staff and of course our teachers. This year I will not name any individuals personally under the motto of "There is no "I" in TEAM", however I offer my sincere thanks to everyone for their considerable efforts.

It is essential that I thank our parents. It is a credit to our parents that our school has attendance rates above state average and that our students come to school prepared and ready to learn. Many parents also make a fantastic contribution to extracurricular activities and this is greatly appreciated by staff and students. Sometimes difficult issues need to be discussed and I thank parents for their patience, understanding and empathy toward other students when issues are being resolved.

Our P&C make an incredible contribution to our school including catering efforts that can be best described as monumental. It is wonderful to have a regular quorum of participants at P&C meetings who are happy to support the school and be involved.

Our students are a fantastic group of people. I am regularly impressed and amazed by their friendliness, positivity, enthusiasm and substantial achievements. As a collective group, 99.9% of the time they are Respectful, Responsible, Cooperative and Honest and when mistakes are made the other 0.1% of the time, are very responsive to learning from these errors of judgement and making amends.

This year public education in Tullamore celebrated 125 years. Personally it was an honour and a privilege to be the Principal here for such a momentous event. Having such a large turnout of former students and staff, including the past Principals of the school present was very humbling. Public education is one of the great institutions of Australian democracy and drivers of opportunity and equity in Australian society. Here's hoping it is healthy and successful in Tullamore for another 125 years.

This year we undertook an extensive school beautification program and upgraded a number of facilities. The school looks in great shape and it is a pleasure walking into and around the grounds each day. Our kitchen is now of a standard to deliver commercial hospitality courses. We have also upgraded many of our teaching resources and minor school facilities to directly benefit our students. This process will continue in 2016 with enhancements and upgrades to our Science lab, Agriculture facilities and computers across the school.

This year we have made rapid progress in the implementation of our 2015-2017 School Management Plan. Our 3 strategic directions are as follows:

- Promoting Professional Innovation – (by investing in and supporting staff professional learning)
- Designing Pathways to Success – (so that all students can achieve success regardless of disabilities or capability in any aspect of school life)
- Nurturing Dynamic Partnerships – (ensuring we are working proactively with our community to best support students)

I look forward to working further on these strategic directions in 2016.



*The 2015 NSW Schools Gallipoli Tour was an incredible highlight. It was a privilege to be able to bring a souvenir home for WW2 veteran Mr Quinton Williams who supported the process.*

Sadly at the end of this year we farewell some staff. Mrs Annette Perks will be retiring after over 20 years of diligent and professional service to the school. Mr Michael Richards will be transferring to Rutherford High School after making a great contribution to the school and community.

Mrs Janette McCosker will be taking 12 months leave (so we won't farewell her yet!) and we wish her all the best for this period. Mr Graham Quade and Ms Cherie Quade have worked part time over several years and done excellent jobs, however will be concentrating on other priorities. We hope to see them again in the future. These people will all be very difficult to replace and I thank them all for being highly valuable staff members.

I wish everyone all the best for an exciting 2016.

## **P&C Report**

2015 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, I would like to thank Mel Alvey our secretary and Cindy Larkings our Treasurer for their extra help in the past year and a special thankyou to Nadine Mortimer our catering manager who worked very hard in the organization of the fundraising for 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 2015 included :

- Irish festival catering, • The Tullamore School 125 year reunion • Athletics Carnival , NARAF cross country
- Clearing sales • Big Gig • State Election

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

- 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
- Tullamore School for catering • Tullamore memorial Hall

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

- School Excursions • School scholarships • Library Grant • Catering equipment • Trivia Night Donation

***P J. Edwards, President P&C***

## **AECG Report**

Yaama (Hello), 2015 has been another interesting year. We have been actively involved in the Western Region AECG. I have had the pleasure of being President of Tullamore Local AECG for 5 years now. I am President of Western 1 Regional AECG for 2016 which will be my third term, 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 Trundle Schools. Although we haven't had many meeting this year, there has been lots of information forwarded onto our schools. Unfortunately we were unable to hold our NAIDOC celebrations this year.

Belinda Lindsay has been working hard on our Native Garden and we are hoping to be able to open this officially with a ceremony in the new year with some of Belinda's Language & Cultural teachers from Dubbo being present in particular Aunty Beth and Aunty Di. I look forward to seeing the fruits of Belinda's hard work. Thanks Belinda for studying the Wiradjuri Language and teaching this to our children in Tullamore. I know the kids have enjoyed it.

Our School was represented this year at the NAIDOC Public Speaking Challenge that the Aboriginal Education Team organise every year. Charlotte Darcy and Will McLean represented Tullamore and although they were not winners this year, they both spoke very well and were able to learn some valuable information from the topic.

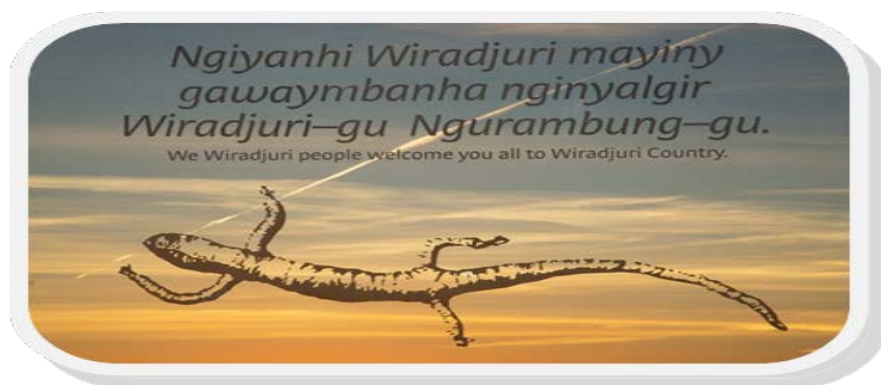
The AECG is a conduit between Aboriginal Families and the Educational providers, we ensure that our children's learning outcomes are achieved and that our students are able to access the best possible education. We also ensure that our students learning needs are catered for and each child is taught 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 finding programs to excel our children and provide them with leadership opportunities.

Thank you to 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. Baayandhu (bye)

***Di Darcy, President AECG***

*The language used is from my homeland the Gamilaraay tribe. My ancestors come originally from the Catti/Darug nation in the 1800's. The family then moved to Mudgee/Gulgong region and later to Coonabarabran where my Great Grandmother, Grandmother, Mother were all born*



## **SRC Report**

The 2015 SRC has had a terrific year. We have held many exciting events, including a whole school disco, a movie night and a family fun afternoon at the pool. Other achievements for the SRC this year have included becoming a child sponsor and purchasing plants for the Front Office veranda as part of the school beautification process.

All SRC representatives have attended meetings, ran assemblies and assisted enthusiastically. Both the secondary and primary captains have spoken articulately at various community and school events throughout the year. These occasions included the 125 Year Education Celebration Assembly and ANZAC Day Ceremony.

We would like to thank everyone who has supported the Tullamore Central School SRC over the year by attending after school activities and donating money and goods towards our fundraising efforts.



***Our 2015 school captains and Student representative Council members***

## School background

### School vision statement

Tullamore Central School is an integral part of the Tullamore community.

We aim to produce citizens who demonstrate the highest qualities as citizens by being Respectful, Responsible, Cooperative and Honest.

We aim to provide students with a wide range of high quality curriculum K-12 delivered by teachers who are constantly searching for innovation.

We aim to deliver a diverse blend of extracurricular activities in creative and performing arts, sports, public speaking, debating and student leadership and to celebrate and promote the successes of our students in these fields.

We aim to work closely with all of our community partners and stakeholders including parents, government agencies, volunteer groups, business, local employers and the media to promote a positive school culture and provide mutually beneficial opportunities within our local community and beyond.

We aim to put student welfare and opportunities for success at the forefront of all our actions and decision making as a school.

We aim to support the ethos of public education by valuing inclusivity and diversity.

We aim to take into account the individual special needs and circumstances of many of our students and do our best to cater for their unique talents and challenges.

We aim to deliver our vision by valuing teamwork and the contributions of everyone involved in our school

### School context

Tullamore Central School 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 approximately 55 Primary and 30 Secondary students plus Adult education classes.

Tullamore CS school embraces Positive Behaviour for Learning (PBL). Our mascot is a sheep named "Tully". Our school values are that students are 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 Senior 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 outstanding 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 excellent facilities including a brand new Trade Training Centre, video conferencing and other technological facilities, as well as an agriculture farm.

## 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.

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.

The results of our self-assessment process against each of the elements can be seen in the following table.

<b>Element</b> <i>(Level ranked)</i>	<b>Existing areas of strength with evidence</b>	<b>Self-assessed areas for focus in 2016/17</b>
<b>LEARNING</b>		
<b>Learning Culture</b> <i>(Sustaining and Growing)</i>	<p>School Plan has prioritised 'Developing Pathways for Success'</p> <p>PBL lessons</p> <p>Individual Education Plans</p> <p>Attendance &amp; PBL data , letters &amp; documentation</p> <p>Facebook page &amp; newsletter</p> <p>School policies</p> <p>Careers Program</p> <p>Music Program</p> <p>Homework Centre</p>	<p>Student leadership opportunities</p>
<b>Wellbeing</b> <i>(Sustaining and Growing)</i>	<p>Tully &amp; PBL prominent</p> <p>Community events participation</p> <p>Staff Development Day records – Child Protection training</p> <p>Individual Education Plans</p> <p>SRC and Leadership activities</p> <p>Anti-Bullying policy review</p> <p>Scripture lessons provided</p> <p>Breakfast Bar</p> <p>Facebook newsletter records of extra-curricular events</p>	<p>Updating Individual Plans for targeted students</p> <p>Review of Wellbeing Framework to be carried out over 2016</p> <p>Implementation of a mentoring program</p>
<b>Curriculum and Learning</b> <i>(Sustaining and Growing)</i>	<p>Timetable &amp; Curriculum offerings</p> <p>Transition Program / Work experience plans</p> <p>Technology plan</p> <p>Facebook &amp; Newsletter records of extracurricular activities</p> <p>Western Access Program Toolkit</p> <p>Learning and Support processes</p> <p>Opportunities for Early commencement of HSC courses</p>	<p>Continued planning for future Secondary Stage 6 WAP students</p>
<b>Assessment and Reporting</b> <i>(Delivering)</i>	<p>Standardised testing data</p> <p>NAPLAN data</p>	<p>Greater communication with parents about what children are learning about &amp; innovative</p>

	<p>Sample student reports</p> <p>HSC / Prelim Assessment tasks</p> <p>Sample marked assessment tasks with feedback</p> <p>Assessment schedules</p>	<p>ways to engage parents in learning process</p> <p>Professional learning re report comment writing</p> <p>Focus on differentiation of assessment</p>
<p>Student Performance Measures</p> <p><i>(Sustaining and Growing)</i></p>	<p>NAPLAN data</p> <p>Internal standardised testing data</p> <p>Central marks register</p> <p>Data for Aboriginal students</p>	<p>Additional KLA and VC delivery support for HSC teachers to support best possible HSC results</p>
<p>TEACHING</p>		
<p>Effective Classroom Practice</p> <p><i>(Sustaining and Growing)</i></p>	<p>Teaching Programs</p> <p>Lesson Observations</p> <p>Student work samples</p>	<p>Instructional leadership provided more systemically by "Instructional Leader" and / or Principal / selected staff</p> <p>Student opportunities to learn study skills</p> <p>Additional KLA specific support</p>
<p>Data Skills and Use</p> <p><i>(Working towards delivering)</i></p>	<p>Meeting minutes or records of staff development activities where data is analysed</p> <p>Data Wall</p> <p>PBL Data analysis</p>	<p>Regular data analysis provided as part of staff meetings</p> <p>Data wall finalised</p> <p>More explicit explanation of data to community and staff by Principal</p> <p>Implement parent feedback surveys</p> <p>Student feedback</p>
<p>Collaborative Practice</p> <p><i>(Sustaining and Growing)</i></p>	<p>Faculty meeting minutes</p> <p>Staff Development day records</p> <p>Committees meeting minutes</p> <p>Western Access network meeting minutes</p> <p>Beginning teacher mentoring support records</p> <p>Teaching across Primary / Secondary</p>	<p>Peer classroom observations and support</p>
<p>Learning and Development</p> <p><i>(Sustaining and Growing)</i></p>	<p>Professional Development Plans</p> <p>Accreditation processes and documentation</p> <p>Newsletter articles re professional learning</p> <p>Primary Focus on Reading implementation</p>	<p>Redeveloped formalised Induction Program</p> <p>Plan for Middle executive development</p>
<p>Professional Standards</p> <p><i>(Sustaining and Growing)</i></p>	<p>Roles and Responsibilities document</p> <p>Committees participation and meeting minutes</p> <p>Engagement in professional learning – PDP's</p>	<p>Higher level accreditation support for those interested</p> <p>Principal training as Teacher Accreditation Authority</p>
<p>LEADING</p>		
<p>Leadership</p> <p><i>(Delivering)</i></p>	<p>Consultation process for School Planning</p> <p>Consultation process for policy review eg Anti-bullying</p>	<p>'Tell Them from Me' survey</p> <p>Current role statements developed for executive and</p>



	Professional learning records relating to leadership Committee leadership roles & roles and responsibilities document School Management Plan	other key roles in school
<b>School Planning, Implementation and Reporting</b> <i>(Sustaining and Growing)</i>	School Planning process School Plan review annually Resource allocation / budgeting reflects equity considerations Budgeting process Facebook page & Newsletter	Make school plan more 'visible' Make strategic directions more visibly prominent Data analysis more explicitly shared
<b>School resources</b> <i>(Excelling)</i>	Budget documentation Timetable / curriculum allocations Significant Facility upgrades – both systemic and school generated Technology implementation Adult classes / community use of school facilities SLSO and other SASS professional learning	Continued promotion of school facilities and resources via newsletter, Facebook, P&C, website
<b>Management Practices and Processes</b> <i>(Sustaining and growing)</i>	Staff Development Day activities and meeting minutes SASS Professional Learning budget Sharing of all financial and staffing information with school community P&C meeting minutes P&C Principal reports	'Tell them from me' surveys adopted in 2016 Increased parental engagement as focus for 2016 Website "makeover"



*What a fabulous bunch, the students and staff of 2015.*

## Strategic Direction 1

# DESIGNING PATHWAYS TO SUCCESS

## Purpose

In the 21<sup>st</sup> Century globalised, high-tech economy we must acknowledge that all students are different, have individual abilities, interests and ambitions and plan accordingly so that all students can experience success via a mix of either traditional academic, vocationally based or life skills pathways.

## Overall summary of progress

Our school has continued to focus on developing curriculum structures, whole school well-being practices and provision of extracurricular and vocational opportunities, so that the needs of individual students are catered for. We have continued to invest in additional learning and support staffing for students who require this as determined by analysis of NAPLAN and school generated data. We have also invested in grounds and facility upgrades including school beautification, a bus, as well as renovations and enhancements to our art facilities, kitchen, science lab, agriculture plot, sports equipment and significant technology upgrades.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<input type="checkbox"/> NAPLAN and school based reading, comprehension and numeracy testing showing student growth rates exceeding either state average growth rates for matched students by 10% (NAPLAN) or chronological age growth rates (school based) by 10% or greater.	This school exceeded 'value added' measures of similar schools in NAPLAN. From years 3-5, our school scored 90.0, the similar schools average was 83.1. From years 5-7, our school scored 49.3, the similar schools average was 43.8.	\$7056 (Low SES) \$45012 (Integration Funding support)
<input type="checkbox"/> Percentage of students transitioning from Tullamore CS into quality exit destinations – eg further education or employment to be 90% or greater.	Our small student sample means that reporting of aggregated results is invalid and has privacy implications. In 2015 the school had no Year 12 students who left the school. In 2016-2017 this will increase.	\$3000 (Low SES)
<input type="checkbox"/> Percentage of students engaged in at least one or more regular extracurricular activity to be 90% or greater.	100 % of students were engaged in at least one or more extracurricular activity. 80% of students were involved in multiple extracurricular activities including sports, performing arts, debating, SRC, etc	\$3000 (Low SES)

## Next steps for 2016/17

- Continued investment in additional support for targeted students and continued refinement of individual plans.
- Additional student leadership opportunities and a community mentoring program.
- Review of well-being practices utilising the well-being framework
- Continued refinement of school assessment practices
- Investment to support enhanced Stage 6 delivery via the Western Access Program.

## Strategic Direction 2

# PROMOTING PROFESSIONAL INNOVATION

## Purpose

We can only ensure the success of our students by investing in the professional learning of our staff. This applies to teaching and SASS staff. Our goal is staff members who value innovation, creativity and diversity as 21st Century educators and who are committed to constantly refining their skills and knowledge.

## Overall summary of progress

Our school has invested heavily in providing professional learning opportunities for our teaching and support staff. This is to ensure that staff are staying up to date with current methodologies and practices as well as developing and maintaining KLS specific support networks with colleagues across other schools. Beginning teachers were provided with significant additional mentoring and support utilising additional funding provided for this purpose. All teachers are involved in the Professional Development Framework processes which involve the collaborative setting of professional goals leading to improved teaching and learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<input type="checkbox"/> 100% of staff to be engaged in a collaboratively developed Professional Learning Plan.	All staff are now actively engaged in this process, which is an ongoing continual performance improvement cycle.	\$18327 ( School professional learning budget)
<input type="checkbox"/> 100% of teaching programs to demonstrate differentiation between various student learning styles and capabilities, facilitating pathways to success for all.	Observation by supervisors indicates that 90% of teaching programs are demonstrating this differentiation.	As above
<input type="checkbox"/> 90% of staff to take on the leadership of one aspect of school improvement, as negotiated with Principal and supervisors in the context of whole school planning.	Our roles and responsibilities documentation show that 90% of staff have taken on leadership of an aspect of school improvement. Several staff have taken on multiple roles.	NIL

## Next steps

- Continued significant investment in staff professional learning.
- Performance Development framework entrenched and embedded amongst teaching staff over 2016.
- Performance and Development framework processes commenced with support staff in 2016.
- Continued support for new scheme teacher accreditation
- Enhanced induction programs developed.
- Middle executive career development programs developed in consultation with WAP staff.
- Refinement of roles and responsibilities across the school executive and key personnel.

## NURTURING DYNAMIC PARTNERSHIPS

### Purpose

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. Dynamic partnerships with our stakeholders will inspire dynamic student achievement.

### Overall summary of progress

Ours school has very well established and productive links with parents and community. In 2015 we celebrated 125 years of public education in the Tullamore District, which was a very significant and well supported event. We have excellent working relationships with a wide variety business and service groups in the Tullamore community. The school is an active participant in major community events such as the Tullamore Show and Tullamore Irish Festival. The school P&C are to be commended for their wonderful ongoing commitment to the school and significant fundraising activity.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<input type="checkbox"/> Survey results to show parent satisfaction with the school across a variety of key performance indicators.	A survey conducted in April 2016 indicated : -89% felt school core values were well understood and promoted. - 89% felt extracurricular activities were sufficient and positive. -84% felt the school fully or partially catered for their child’s individual needs -94% on average were satisfied with the extensive recent school upgrades and facility improvements. - 94% felt the school was responsive to feedback all or most of the time.	\$4000 (community engagement)
<input type="checkbox"/> 10% annual increase over 3 years in attendance at P&C meetings.	In 2015 there was an average of 7.6 attendees at each P&C meeting. This will be used as baseline data for comparison in 2016/17.	NIL
<input type="checkbox"/> 20% annual growth in followers of school Facebook page.	The following of the school Facebook page grew from 220 to 415, an increase of 88% over the past 12 months.	NIL

### Next steps

- Exploration innovative ways to further enhance parental involvement in the school.
- Greater communication with parents regarding school curriculum implementation.
- Implement ‘Tell Them from me’ survey processes.
- Continued refinement and development of communication tools such as newsletter, Facebook page and website.

## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	Scheduling of Personalised Learning Plans (casual relief)  We only have 2 Aboriginal students so can not report on specific progress due to privacy reasons.	\$998
<b>English language proficiency funding</b>	Not applicable	<\$>
<b>Targeted students support for refugees and new arrivals</b>	Not applicable	<\$>
<b>Socio-economic funding</b>	Musical enrichment program  Subsidising of curriculum and extracurricular excursions  Additional Learning and Support provision	\$9000  \$10000  \$11000
<b>Low level adjustment for disability funding</b>	Employment of School Learning Support Officers	\$10000
<b>Support for beginning teachers</b>	Significant support provided for beginning English teacher, who developed support networks, visiting other schools	\$13000
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Positive Behaviour for Learning</b>	PBL implementation, Market Days, transition, presentation night, assembly awards,	\$4000
<b>Community engagement</b>	Catering, resources, fees for visiting performers, events such as NAIDOC, Senior citizens, special 'days'	\$4000
<b>School Beautification</b>	New fence, school sign and significant upgrades to the grounds have been completed and very well received by the school community.	\$30000

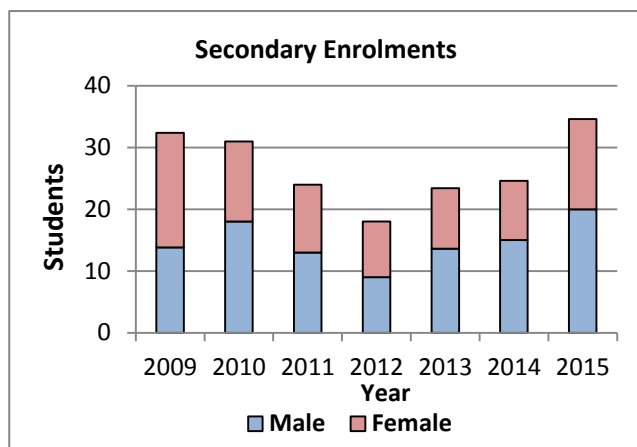
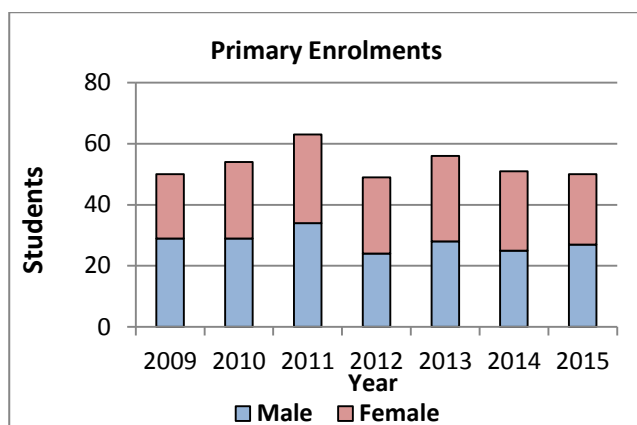
## Mandatory and optional reporting requirements

### 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
2015	23	27	15	20	85



### Student attendance profile

Note: The school has continued to have excellent rates of student attendance when placed in historical context and taking into account changes to attendance methodologies and the increased school leaving age.

	Year	2010	2011	2012	2013	2014	2015
School	K	92.0	88.3	92.6	96.2	94.3	96.1
	1	89.5	91.3	92.8	95.8	93.3	94.3
	2	87.2	93.0	95.7	98.2	96.3	97.0
	3	92.9	89.3	93.9	97.4	96.1	93.4
	4	88.7	93.3	94.1	97.3	94.8	98.1
	5	89.4	83.9	96.7	96.1	95.7	95.9
	6	83.3	92.1	87.7	97.2	93.8	96.0
	<b>Total</b>	<b>89.1</b>	<b>90.0</b>	<b>93.6</b>	<b>96.8</b>	<b>94.7</b>	<b>95.7</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	93.9	93.0	85.7	91.1	94.3	97.7	96.7
	8	85.8	88.5	86.2	84.0	88.8	93.1	90.0
	9	86.4	83.8	84.8	85.1	95.2	92.9	76.0
	10	89.2	83.7	75.5	88.5	84.5	97.7	86.8
	11	97.0	93.2	18.5	86.2	96.9	73.6	84.0
	12	83.6	89.3	100.0	67.9	90.5	87.7	na
	<b>Total</b>	<b>91.5</b>	<b>88.3</b>	<b>76.3</b>	<b>86.1</b>	<b>94.8</b>	<b>93.3</b>	<b>88.9</b>
	State DoE	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	90.6
9		88.8	89.1	88.8	88.7	89.4	89.7	89.3
10		88.7	88.3	87.1	87.0	87.7	88.1	87.7
11		89.4	89.1	87.6	87.6	88.3	88.8	88.2
12		89.4	89.8	89.2	89.3	90.1	90.3	89.9
<b>Total</b>		<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>	<b>89.7</b>

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	20	25	0
TAFE entry	0	0	0
university entry	0	0	0
other	0	0	0
unknown	0	0	0

Year 10 was a total of 5 students. 4 students have continued into Year 11 to continue their studies and follow a HSC pathway, whilst one student has transitioned to full time employment in the agricultural sector.

Year 11 was a total of 4 students. 1 student was successful in gaining a traineeship with the Australian Federal Police.

In 2015 there were no Year 12 students.

### Year 12 students undertaking vocational or trade training

In 2015 there were no Year 12 students.

### Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 there were no Year 12 students.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	7.4
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0.1
School Administrative & Support Staff	4
Other positions	
Total	

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

Tullamore Central School has one Aboriginal staff member.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

### 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 2015 was \$1550.

Total school expenditure on professional learning was \$18000

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

- Focus on Reading
- Curriculum specific network days via the Western Access Program
- 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

## 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.

How to put data into the financial summary table: <b>Caution do not enter n/a, other text, \$ sign, commas or spaces in the \$ column as this will prevent the table from calculating the data. Do not press the 'Enter key'. Simply left-click into each cell.</b> <b>To input data:</b> Left click into the appropriate cell and input data to two decimal places <b>To calculate data:</b> Right-click in the appropriate cell (ie <i>Total income, Total expenditure and Balance carried forward</i> ) and select <i>Update field</i> . Delete this cell when table is complete.	
Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	265665.50
Global funds	209556.15
Tied funds	153415.43
School & community sources	52867.51
Interest	5907.23
Trust receipts	14757.35
Canteen	0.00
<b>Total income</b>	<b>702169.17</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	38447.07
Excursions	17111.49
Extracurricular dissections	32583.17
Library	3877.66
Training & development	1385.85
Tied funds	192260.81
Casual relief teachers	36658.76
Administration & office	64301.97
School-operated canteen	0.00
Utilities	32674.41
Maintenance	89669.31
Trust accounts	20045.56
Capital programs	0.00
<b>Total expenditure</b>	<b>529016.06</b>
<b>Balance carried forward</b>	<b>173153.11</b>

## 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.

Schools may refer the reader to the My School website to access NAPLAN results as follows:

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.

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

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.

## 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.

A survey conducted in April 2016 indicated :

- 89% felt school core values were well understood and promoted.
- 89% felt extracurricular activities were sufficient and positive.
- 84% felt the school fully or partially catered for their child's individual needs
- 94% on average were satisfied with the extensive recent school upgrades and facility improvements.
- 94% felt the school was responsive to feedback all or most of the time.

## Evaluation of Western Access program

During Semester 2 2015, schools from the Western Access Program participated in a self appraisal of areas including : Induction/Mentoring, Professional Learning, Roles, Communication, Programming, Assessment and Reporting and Leadership and Culture. This was conducted by visits to each school, interviewing and surveying seventy-three staff (teaching and non-teaching), parents and students and reviewing print and online documentation and communication methods.

WAP staff value the program and understand the benefits it brings to each of our small communities.

The opportunities for staff and students increases with this model of Stage 6 Curriculum.



To ensure a greater level of consistency and accountability, recommendations from the review included:

- Induction/Mentoring: a systemic program that provides relevant information to permanent, temporary and casual staff upon entering the WAP. This will include local school and WAP Inductions for students, Coordinators and Co-teachers.
- Professional Learning: targeted PL for teaching staff focussing on video conferencing technology and course content delivery. Staff to have more input in the PL opportunities provided to them, including the annual combined School Development Day.
- Accountability and Supervision: clearer lines of supervision of staff and processes are needed for all staff to support their participation in the program and to adhere to BOSTES and DoE regulations. This prevailed mainly in the area of assessment and reporting. As a result, an evaluation of the assessment practices will take place in 2016.
- Communication: improved methods of corresponding to students and Co-Teachers from Coordinators to ensure a timely and effective process of delivering course content, assessing students and providing feedback. Refinement of procedures to alleviate communication issues in the areas of and not limited to variations of routine, assessment, reporting and weekly course work.
- Curriculum: analysis of video conference delivery and teaching methods of course content to ensure all students are catered for.
- Leadership: middle executive staff to lead curriculum delivery and combine efforts as a collective group to support their role in each school. A clearer vision of WAP to be developed for all key stakeholders. A common strategic direction for all WAP schools to follow.

The overarching idea of Principals to oversee areas of WAP to support the Head Teacher Access in the management of the program was decided on by the leadership team. In 2016, Principals will have a portfolio area they are each responsible for, this will form the basis of meeting agenda items and supervision of the program. Principals will also meet more regularly via VC for ongoing leadership and management of the program.

The model of working as one school in Stage 6 will guarantee a streamlined system that will continue to support our town and school community.

## Policy requirements

### Aboriginal education

Tullamore CS has an active and involved AECG committee. 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.

Tullamore CS incorporates the teaching of Wiradjuri Language as its mandatory LOTE for Years 7 & 8. All students participate in Wiradjuri lessons from K-8.

### 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.



*Longest serving teacher Mrs Bolam and youngest student Siara cut the cake at our 125 year celebrations.*