Tullibigeal Central School
Annual School Report 2013
School context

Tullibigeal Central School (TCS) is a small rural school catering for students from Kindergarten to Year 12. TCS strives to create a fair and caring environment where all students are encouraged to participate to reach their full potential.

The School has a motto:

Truth at all times, Consideration for others, and Service to the community.

Our School values:

- Excellence and dedication in academic, cultural and sporting pursuits;
- Lifelong learning;
- Honesty, integrity, charity, courtesy and respect for self and others;
- Acceptance, inclusiveness and tolerance of difference;
- Good humour, generosity of spirit and good sportsmanship;

At TCS the staff strive to meet the present and future needs of our students through the use of technology and the Australian Curriculum. To provide students the opportunity to reach their potential in areas of schooling life.

The staff are dedicated to provide high quality lessons which engage students in their learning in a safe and enjoyable way. Technology is an integral part of learning for all lessons at TCS. Interactive whiteboards, 1 to 1 ratio of laptops and ipads are innovations within all classrooms.

We aim as a school to provide the best education for K-12 students on the one site. Through smaller class sizes and individual staff/student attention we strive to cater for students who are gifted and talented and for those requiring support for learning difficulties.

TCS has a compact but well maintained agricultural farm plot, senior study, visual arts room and well equipped modern facilities for technology training in courses such as hospitality, woodwork, metal, primary industries and information technology.

TCS has a shaded outdoor passive recreation grassed area for students to relax and enjoy their free time. TCS aims to be a friendly, supportive school with a primary focus on learning.

Principal’s message

TCS has had a successful year, with many accomplishments along the way with sporting, academic and musical achievements across the whole school.

Staff displayed a tremendous amount of dedication, effort and commitment towards students learning. The cohesiveness of the staff has allowed for across curriculum learning to be fostered with in all key learning areas.

Literacy and Numeracy have been the focus with the implementation of Literacy and Numeracy classes across the Secondary and the ability to provide small groups in the Primary for Literacy and Numeracy every day.

Technology has also been a focus this year for staff and students with the implementation of the Lachlan Access Program for our senior students catering for the student needs providing opportunities for subject selection beyond the school. The dedication of our TSO has allowed for a smoother transition of laptops for all students with providing a 1 to 1 ratio of laptops to students. This has allowed for the implementation of technology from Kindergarten to year 12.

Interactive whiteboards have been installed in all classrooms and the school now has three Video Conferencing rooms throughout the school. This year Stage 5 have had the opportunity to work with the Lachlan Access Program with the implementation of the 5.3 mathematics.
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.

Jacqueline Dillon

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

![Attendance profile graph]

Secondary

![Attendance profile graph]

Management of non-attendance

Our school has a well-developed structure for following up non-attendance of student. Notes requesting reasons for absences are sent home, followed by a second note if there is no response. Attendance of students in Secondary classes is monitored each lesson and missing students are identified and reported to Head Teacher. Truancy is followed up at the next available time with student and carer.

Post-school destinations

100% of the students have either gained part-time work in the hope of obtaining full time work or have furthered their traineeship into full time work.
Year 12 students undertaking vocational or trade training

100% of students studying for their HSC elected to undertake one or more VET subjects in 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students obtained their HSC in 2013 and completed a VET course.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.4</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. TCS currently has no Indigenous Staff.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
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<tr>
<td>Postgraduate</td>
<td>10%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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**Income**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
<td>228320.08</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>71963.79</td>
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<tr>
<td>School &amp; community sources</td>
<td>24768.45</td>
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<td>Interest</td>
<td>6773.82</td>
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<tr>
<td>Trust receipts</td>
<td>5203.10</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>446674.56</strong></td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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</tr>
<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>27410.44</td>
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<tr>
<td>Maintenance</td>
<td>25348.14</td>
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<tr>
<td>Trust accounts</td>
<td>22890.25</td>
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<tr>
<td>Capital programs</td>
<td>6690.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>232702.51</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>213972.05</strong></td>
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</table>

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

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 3 - Numeracy

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 5 - Numeracy

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 7 - Numeracy

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There is no data available for this cohort as it has less than 10 students.

NAPLAN Year 9 - Numeracy

There is no data available for this cohort as it has less than 10 students.

Higher School Certificate (HSC)

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

There is no data available for this cohort as it has less than 10 students.

Other Achievements

Little Red Rocking Hood

This year Kindergarten to Year 6 performed a Musical at the End of Year Presentation of Little Red Rocking Hood. 100% of students were involved in this performance with students taking on the roles of narrator, lead actors, choir and backstage. The students were involved in practices, creating of props and working with technology to present this performance. This performance was presented to the whole community and was a highlight of our annual Presentation Evening.
Sporting
NRL Clinic

Students Kindergarten to Year 12 were involved in clinics by NRL this year, where Cronulla Sharks 1st Grade players spoke to the students about Bullying. Students were able to ask questions, have posters signed and photographs taken. Country Rugby League also ran hands on clinics with Dean Whymark visiting and running the students through basic football skills. These clinics will continue running in 2014.

Sport

The participation and development of an active, healthy lifestyle are important attributes of the sports program at TCS.

Sports participation is encouraged for every student and specific skills programs are provided for this purpose. This year TCS participated in the Premiers Sporting Challenge.

The Lower Lachlan Primary School Sport Association (LLSSPA) ran Cross-Country, Athletics and Swimming Carnivals held at Ungarie, West Wyalong and Lake Cargelligo respectively for 2013.

TCS held three main school carnivals this year with Farrer succeeding in both the Athletics and Swimming Carnivals and Macarthur was the successful Cross Country team. All these carnivals were well supported by parents, with a high level of participation by all students.

Five students competed at the Western Region Athletics competition held in Bathurst in term three. Two students then succeeded and competed at State level for athletics. This year was the first year TCS had a student compete as a student with a disability and he had the opportunity to participate at the State Carnival for Primary athletics.

Significant programs and initiatives

Live Life Well
Primary students were involved again in the Live Life Well program this year. With the continuation of the perceptual motor program and the breeding program of the chickens students gained a further knowledge in lifecycles of chickens and making informed decision about healthy eating.

A Primary garden was established near the science block where student were able to access their vegetables and care and maintain the garden on a daily basis.

Envirochamps

This year TCS students participated in the Environmental Championships held at CSU Wagga Wagga. Students presented a presentation to a group of their peers on a
project which was to improve the school environmentally. Students chose to create a sensory garden in the playground; they were involved in designing a logo, planning the garden, building the garden and maintaining the garden. Students created a short presentation to show peers of their sensory garden.

**Rural Fire Brigade Cadetship**

This year our Year 9-11 students were involved in the Rural Fire Brigade Cadetship. This included support from our local Fire Brigade and also support from the Condobolin Fire Brigade. Students were involved in weekly 2 hour lessons where hands on activities involving the local fire truck. 100% of students involved in this program completed their Cadetship.

**Interest groups**

Interest groups were run again this year with students being involved in a variety of different activities throughout the school year. Students were given the opportunity to try a variety of arts and craft activities from clay making, woodwork to painting. In the Secondary area students were able to choose the activities they wished to be involved in, this resulted in some great wood work projects being completed.

**ASPIRE**

This year students were involved in many of the ASPIRE programs offered by the University of NSW introducing students to university life. Students Kindergarten to Year 12 participated in workshops held at the school. Also this Year’s 8, 9 and 11 participated in excursions to Sydney and Dubbo and had the opportunity to meet students from many schools. Next year we are hoping to build on this relationship to provide quality experiences for our students and allow for all students the opportunity to attend.

**How2Learn**

Three staff were trained in the How2Learn initiative which is a strategy focused on building students’ capacity to learn. It helps students to develop a *clever learner’s toolkit* that gives young people the skills to become:

- Successful learners, who enjoy learning, make connections and transfer knowledge and skills
- Confident Individuals who are able to live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.
Staff development days were provided for these staff to in-service the remainder staff. The How2learn initiative is currently being implemented throughout the school allowing for a consistent approach across all key learning areas and across all stages.

**Positive Behaviour for Learning**

Positive Behaviour for Learning (PBL) is a framework that helps schools to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students. Staff were involved in a whole staff meeting where Kylie Burley introduced this program. 100% of staff were positive to implementing this program in 2014.

**Ride Safely to School**

This year students were encouraged to display appropriate behavior when riding to school and were involved in learning activities to support appropriate riding. One student rode the 10 kilometers into school from his farm. Students participated in a variety of safety activities to do with riding a bike and care for their bike.

**Fi in Schools**

This year TCS has investigated and implemented the F1 program. This Program was supported by the Lachlan Access program. Student worked with other students from Condobolin, Lake Cargelligo and Ungarie to compete at the regional finals, although they were not successful it has allowed our students the opportunity to observe and learn from other teams competing, this program will run again next year.

**Kinder Start Program**

This year TCS had 6 students participate in the Kinder Start Program. The Program allowed the intending new students to experience school life on a regular basis starting in Term 3 with a half-day session on Tuesdays and in Term 4 a full day. This program has been very successful as it has allowed parents to make informed decisions as to the readiness of their child.

**Lachlan Access Program**

Students in Year 11 and 12 were supported by both the Western Access Program (WAP) and the Lachlan Access Program (LAP) for the first 3 terms of 2013. During Term 4 the school transitioned to LAP linking with schools in closer proximity to Tullibigeal.
Ungarie, Lake Cargelligo, Condobolin and Quandialla students and teachers now link with the students and teachers from Tullibigeal to provide a wider and more diverse curriculum. LAP implemented the 5.3 Mathematics during 2013 and students from TCS in Stage 5 were able to link with other students and their teacher via video conferencing to complete this subject. LAP are currently looking at how to support students in Stage 5 utilising the LAP program in the future.

Aboriginal Education

NAIDOC DAY

This year the whole school celebrated NAIDOC day at the Lake Cargelligo Rec Ground. Students and teachers participated with students from other schools such as Naradhan, Lake Cargelligo and Euabalong West. Students were placed into mixed school groups which were named after native animals. Students rotated around indigenous games displaying sportsmanship.

Multicultural Education

Sydney Recorder Trip

This year 3 students performed at the Annual Festival of Music at the Opera House. Students worked during class times and in their own times to learn their pieces of music for the concert. Students performed with over 1000 other students from primary schools throughout NSW.

These students also participated in the opening of Education Week in Wagga Wagga and were also selected to be involved in a week long Recorder Camp in Wagga Wagga. The students were able to learn new instruments and transpose their prior knowledge.

Arts Program

This year the Annual Arts Central Program was run again with students from surrounding schools given the opportunity to work with tutors from dance, drama and musical backgrounds. This initiative was supported by highly qualified tutors providing students with expertise in each of these areas.

This year the school entered the Annual Show display at the Lake Cargelligo Show in September; this allowed the school to showcase many of the activities and learning opportunities provided at TCS. This year the 2-6 class entered a class entry into the Local Blue Waters Exhibition which is held in Lake Cargelligo during the June long Weekend. This entry was successful and won the Best Local and District school category. We also had two students enter artworks completed during class time who also took out their age group.
Transitional Equity Funding

Literacy/ Numeracy Groups

Secondary Literacy/Numeracy groups were implemented in the secondary for 5 hours a fortnight. These lessons allowed for intensive teaching by our secondary teachers with small cohesive groups of students. Support for this program allowed for the employment of a teacher for 1 term to implement these activities across all classes 7 to 10.

Excursions

Transitional Equity funding was used to support students with the cost of travel on excursions from Kindergarten to Year 12.

Many excursions were offered to students this year some of these were K-2, Echuca to Swan Hill trip: where students learnt about life during settlement, the gold rush and the influence of Asian countries during this time. Students were able step back in time to see how children lived in Australia and what life was like for students at this time. They were involved in making pottery, kite making and panning for gold.

Other excursions supported by transition funding were the Year 11 Aspire and Year 8 Beyond the Gate where our Secondary students were able to meet up with other students across NSW who were the same age to find out about opportunities outside schooling life. The support of Transitional Funding allowed our students to access a variety of learning experiences.

School Captain Visit to the Governors House

Transition Equity supported the transport of our School Captains to visit the Governors House and Parliament House in Sydney. This experience allowed the girls the opportunity to meet with other school captains throughout the Riverina and to also have a close look at the running of Parliament.

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:

- Parent, Teacher and Student Surveys
- Regular meetings via our P and C group
- Regular discussions during staff meetings and executive meetings
School planning 2012—2014: progress in 2013

School priority 1
Outcomes from 2012–2014

Literacy and Numeracy

Evidence of progress towards outcomes in 2013:

- Implementation of Literacy and Numeracy groups for year 7-10 during Term 4.
- Benchmarking of all students Kindergarten to Year 8 each semester.
- Training and development for the National Curriculum was offered to all staff in 2013 via Adobe Connect and staff development days.

Strategies to achieve these outcomes in 2014:

- Students placed on the Literacy and Numeracy continuum and moved along the continuum twice a year.
- Continuation of Literacy and Numeracy groups for Years 7-10 for 2014.
- Team teaching/ observations/ to create professional dialogue and develop a whole school understanding of the K-10 literacy/numeracy continuums.

School priority 2
Outcomes from 2012–2014

Engagement and Retention

Evidence of progress towards outcomes in 2013:

- The school has been accepted as a Positive Behaviour For Learning School for 2014 and staff on board to implement this Program throughout the whole school.
- New welfare policy implemented in 2013.
- Interest Groups implemented on a weekly basis in Term 4 with the focus on engaging students in their learning.

Strategies to achieve these outcomes in 2014:

- Teacher Mentor lessons 2 hours a fortnight with stage 4.
- 20 Percent project implemented in Stage 4 and 5 to be run for Semester 1 then re-evaluated.
- Continuation of ASPIRE programs across the whole school. Introducing students to new experiences via the ASPIRE program.

Professional learning

In 2013, all staff engaged in Teacher Professional Learning in the areas, Literacy and Numeracy, the Australian Curriculum and How2Learn, addressing Individual and Special needs, NAPLAN and incorporating ICT into classroom practice. Australian Curriculum was the main focus for staff development in 2013; all staff completed module one “The Learner and the New Curriculum” and module two “The Teacher and the New Curriculum”. Staff accessed Adobe Connect for support with the implementation of Module three “Your School and the New Syllabus”.

Three staff were involved in training for How2Learn initiative, staff who were chosen for this training came from across the school incorporating primary and secondary as well as executive and classroom teachers allowing for the implementation of the How2Learn Program across the school.

Support was provided for staff new to the Access Program with the implementation of Video
Conferencing lesson introducing and supporting staff who are new to this way of teaching.

100% of staff participated in school development days which covered DEC requirements of Code of Conduct, Emergency care, Epi pen procedures and Work Health Safety procedures.

A total of $11983.55 was spent on Training and development this year. The average expenditure spent on each staff member was $1362.00.

In 2013 three New Scheme Teachers were working towards accreditation through the Institute.

Parents responded to the improvements to the oval with regular watering, which has allowed for the oval to green up and be used by students during classes and also during breaks.

The community displayed support for the Rural Fire Brigade Cadetship and supported the students learning.

Surveys were conducted with regard to the Western Access and Lachlan Access Programs which allowed for the school to see a clear picture of where the community would like for the future education of our Year 11 and 12 students. As a result of these surveys and discussions TCS decided to support the Lachlan Access Program from Term four onwards. Parents supported this move.

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.

Principal                Jacqueline Dillon
Assistant principal      Elaine Bendall
Head Teacher             Tim Small
SAM                      Vicki Glasgow

School contact information

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Web: www.tullibigea-c.schools.nsw.edu.au/
School Code: 3272

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: