Messages

Principal's message

Thirroul Public School has provided the local community with quality public education for 119 years. All members of staff work with dedication and enthusiasm to provide the best possible education for the children attending the school. The school is highly regarded within the district and beyond because of its educational programs, supportive student welfare programs, and the strong sense of community spirit attracting many applications for out of area enrolment.

The school motto “Strive to Excel” is the focus for the overall development of our 307 students. At Thirroul Public School our major purpose is to create a happy, safe school environment where all children can confidently develop as individuals. It is the role of the school to provide learning experiences appropriate to the child’s stage of development and to provide a balanced curriculum, which gives every opportunity for success at the individual’s level of achievement. Whilst every effort is made for the child to achieve academic excellence, considerable emphasis is also given to the social, emotional, creative and physical development of the child. The recognition of student worth and the development of high self-esteem is given utmost importance by all members of staff.

At Thirroul Public School we are very proud of the achievements of our students in a variety of fields. Students are constantly encouraged to explore, extend, be challenged and “excel.”

During 2008 there have been a number of changes within the school. These have involved improvements to some physical aspects and also a number of changes to staff. Regardless of the amount of change we have absorbed this year, the school continues to be a vibrant learning environment rich in student and staff success.

We have had an ongoing focus on student achievement of excellent academic results that are supported with a focus on social skills and resilience. This focus, both academic and social, has only been possible with the outstanding support of a committed and dedicated staff in partnership with supportive and involved families.

This year we were able to see the final completion of our COLA with Federal Funding from the Investing in Our School Grant. What a great place to play, learn, assembly, dance, exercise and meet.

We are now embarking on the next stage of the development which will be the tiered seating for the sloped area that runs along the side of the COLA. In 2009 the Grants Committee will be looking carefully into how we can fund this.

We also were able to install 2 water tanks and new toilets with funding from the Federally Funded Community Water Grants. This is making a big difference to our water consumption and will be utilised to water our soon to be established vegetable garden.

We have a wonderful staff at Thirroul Public School and this year some of them were recognised beyond the school for their contributions.

Mrs Robyn Hazelgrove was seconded to Wollongong Regional Office to train staff in Key into Comprehension.

Miss Karen Vincenzini has been seconded to Wollongong Regional Office as relieving Quality Teaching Consultant in Numeracy.

And finally Mrs Sharon McGuinness received a Quality Teaching Award. This award is funded by the NSW Minister for Education and Training, supported by The Daily Telegraph and awarded through processes undertaken by the Australian College of Educators.

This is a prestigious award and we congratulate her on this achievement. The process involved in qualifying for this award is rigorous and includes...
input from teachers, parents, students and external observers.

This year we were one of the first schools in NSW to have Connected Classrooms equipment installed in our school. With this technology students are able to take control of their learning, to engage with students in the classroom as well as with students, teachers and experts across the world.

Already this year they have participated in two projects. One called Dig for a Dinosaur involved two Palaeontologists from the Australian Museum. Students were able to question the palaeontologists about their current excavations and see bones that were recovered from the site.

This year also saw the completion of the school fence. This has successfully led to our school premises being more secure, a huge reduction in graffiti and allowing all our students to feel safe and secure during the school day.

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.

Janice Cherubini

P&C and/or School Council message

2008 was an exciting and productive year for Thirroul Public School Parents and Citizens Association.

With many of the Association's long-standing contributors moving on as their families progressed to high school there was an exciting injection of new blood in a number of the executive positions. While we began the year with only an Interim Treasurer, a full-time volunteer in Aaron Dobner soon came forward to replace John Bosker. Jenny Barber agreed to stay on as Assistant Treasurer.

Justine Walter and Wendy Condon shared the role of Secretary and Karen Fildes took the role of Vice President. Kerrie Jones continued her excellent work as Canteen Coordinator and Lisa Byleveld and Georgie O'George continued to develop the amazing Fete of the Earth into it's second year following the spectacular success of the 2007 event as our major fund-raising initiative.

Early in the year the Finance Committee met to set policy for ongoing contributions to the school for Computer maintenance and upgrading: $4,000 per annum for replacement and refurbishment of the school's laptop computers, Literacy: $3,000 per annum for books and literacy resources.

Some remaining funds ($2194) from the recently disbanded Music Committee coffers were also allocated to computer hardware and software specific to the needs of music programs for TPS students. Further initiatives with regard to development of music and musicianship through the school were to follow as the year progressed. It was resolved that $1,000 p.a. be made available to the TPS Band in order to initially stabilize fees and encourage membership, with a view to redirecting any surplus towards purchase and maintenance of instruments and equipment when sufficient membership permitted.

Funds raised by the P&C were also directed towards regular costs such as Sports Affiliation and PSSA Fees and Kindergarten Orientation.

In line with Policy set in 2007, the major focus of P&C funding procedure was the Wish List. This list is created by the P&C in consultation with the Thirroul Public School staff in order to prioritize the most pressing and beneficial ways to direct P&C funds to the greatest benefit for the School.
and its community. With Technology and Literacy funding commitments in place on an on-going basis items moving onto (or rising in priority) in the Wish-list in 2008 included refurbishment of blinds throughout the school, drainage and grounds work in order to improve usability of low-lying areas of the school playgrounds, upgrade and relocation of bike-racks, painting and refurbishment of toilet facilities and installation of notice boards, and replacement/relocation of the P&C storage container.

In his role as treasurer Aaron Dobner was very active in reinvigorating the Grants Committee, and targeting various business and government bodies with both general and specific request for funding and equipment.

Fund-raising activities throughout the year included Community BBQs at Bunnings in Wollongong, Mother’s Day stall, Tea Towels and Calendars.

Throughout the year the P&C operated the canteen and uniform shop as fundraising activities. These are coordinated and staffed by volunteers. Jenny Barber coordinated the uniform shop and Kerrie Jones coordinated the canteen. They both deserve our gratitude for their year round effort. Kerrie has made more healthy choices available and successfully applied for grants to improve the canteen.

The major fundraising Focus was again the Fete of the Earth Science and Eco Fair for Kids. A huge effort by the Fete Committee, under the tireless guidance of Lisa and Georgie once again produced an outstanding event and provided the P&C with an enormous injection of capital and invaluable good-will throughout the local and wider community.

I thoroughly enjoyed the challenges presented by the position of P&C President in 2008, and would like to take the opportunity to acknowledge the patience guidance and experience of those who held the position in the past also and of the school’s Principal, Mrs Janice Cherubini, all of the teaching staff and in particular the school’s support staff for their tireless assistance and constant good cheer in the face of innumerable impositions on their valuable time and ability.

Iain Johnstone

Student representative’s message

The student representative council (SRC) meet regularly throughout the year. During these meetings they elected representatives, discussed and voted on a number of issues and made representations and submissions to the school.

The SRC raised $450.20 for the Leukaemia Foundation by having a Crazy Hair Day. They also had a Pancake Day to raise money for the Burma and China crisis. They raised $565.55 for the interactive white board for the K to 2 Computer lab.

The SRC requested that the P&C repaint the primary toilets during a working Bee. They also gave a submission to the teachers to have a talent quest (Thirroul You’ve Got Talent) and raised $310.60. This will be spent on sporting equipment for the playground.

They were also responsible for the cans for Christmas where we collected can and packets of food for people less fortunate than us.

The SRC also acted as peer mediators to make our playground a safe and friendly environment.

On behalf of the whole SRC we would like to acknowledge the hard work of Mr Mathews and Mrs Hardaker.

Thank you very much.

Jaymee Kerema and Connor Jay
School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
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<th>2006</th>
<th>2007</th>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
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<tr>
<td>State</td>
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<td>94.0</td>
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</table>

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>1/2H</td>
<td>2</td>
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<td>2/3BH</td>
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<tr>
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<td>5/6B</td>
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</tr>
<tr>
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<td>9</td>
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<td>KG</td>
<td>K</td>
<td>19</td>
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</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>16.4</td>
</tr>
</tbody>
</table>

Staff retention

Total staff in 2008 was 20 of which 17 were full and part time teachers. During the year Mrs Anne Wilkins, Mrs Kailene Bostock and Mrs Niomie Louis were permanently appointed. Mrs Anne Ahtong, Mrs Wendy Akhurst, Mrs Janice Ebrill and Mr Don Metcalf retired. Mrs Julie Hurt was successful in gaining a service transfer to the south coast.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.2%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>50%</td>
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<tr>
<td>Diploma or equivalent</td>
<td>89%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Balance brought forward  57 784.83
Global funds  135 202.72
Tied funds  102 867.60
School & community sources  117 374.45
Interest  7 913.13
Trust receipts  6 582.65
Canteen   0.00
Total income  427 725.38

Expenditure
Teaching & learning
  Key learning areas  19 362.10
  Excursions  21 036.48
  Extracurricular dissections  51 812.65
Library  6 297.57
Training & development  11 350.03
Tied funds  102 053.81
Casual relief teachers  37 649.80
Administration & office  50 887.85
School-operated canteen   0.00
Utilities  20 048.40
Maintenance  20 509.21
Trust accounts  5 170.31
Capital programs   0.00
Total expenditure  346 178.21
Balance carried forward  81 547.17

A full copy of the school's 2007 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
In 2008 Thirroul PUBLIC SCHOOL continued to participate in the arts, performing to a wide variety of audiences both within and outside the school.

The local Anita’s Theatre was the venue for:

- The Wollongong Choral Festival in which our school choir performed with the combined choir and presented two individual items.
- The Wollongong Instrumental Festival where our recorder band performed. They also went to the Opera House and performed at the Thirroul Seaside Festival

The choir sang Christmas carols at the Wollongong Mall, Bulli Hospital, Lawrence Hargrave Hospital and the Meals on Wheels annual luncheon.

Our dance group once again performed at Southern Stars and the school band presented items for a variety of local functions. All of these groups were featured at our school’s Presentation Day.

The music tutors program operated several times each week for recorder, guitar and band.

All Kindergarten children and the School Band performed at the local St David’s Church.

Students, teachers and parents were involved in a variety of activities:

- Contributing to the Thirroul Seaside Festival
- Producing pottery
- Participating in the K-6 Talent Quest organised by the SRC
- Visiting performance for NAIDOC Week with an art/music focus

Sport
Thirroul Public School emphasises, encourages and acknowledges participation and sportsmanship, along with the pursuit of excellence.

We actively participated in the local North Wollongong Public Schools Sports Association (PSSA) competitions.

We also supported the participation of both individuals and teams in a number of out-of-school competitions, such as the Bulli PCYC Mini Basketball program.

In 2008 we were strongly represented in the three main PSSA carnivals (swimming, cross country &
athletics), and supported the participation of a large number of students in the PSSA’s representative structure.

Within the school, our students participated in regular and varied physical education experiences aimed at developing skills and providing the foundation for a healthy lifestyle.

Included amongst these were specialist tennis, gymnastics and learn-to-swim programs, as well as cricket and rugby league development clinics.

Our achievements were many and varied, with a number of highlights. Twenty-nine students represented the NSWPSSA District in ten different sports.

We had five students gain South Coast representation in 2008 in six different sports.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Percentage of students in bands:
Year 3 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<tbody>
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<td>1</td>
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Numeracy – NAPLAN Year 3

<table>
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<tr>
<th>Band</th>
<th>Percentage of students</th>
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Percentage of students in bands:
Year 3 numeracy

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<tr>
<th>Band</th>
<th>Percentage of students</th>
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Percentage of students in bands:
Year 3 grammar and punctuation

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<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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Literacy – NAPLAN Year 5

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<thead>
<tr>
<th>Band</th>
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<td>6</td>
<td>30</td>
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Percentage of students in bands:
Year 5 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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</thead>
<tbody>
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<td>7</td>
<td>25</td>
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<td>8</td>
<td>30</td>
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</tbody>
</table>
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
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<td>Spelling</td>
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<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
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</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives are incorporated into varies subject areas, through our COGs units. Students celebrated NAIDOC Week by participating in specific Aboriginal activities. In 2008 an Aboriginal performer visited the school and students attended. We also held a National Sorry Day Assembly where a special Aboriginal guest was invited to address the assembly. Senior students also watched the Parliamentary Address when our Prime Minister Kevin Rudd said sorry to the Aboriginal people. Individual Aboriginal students developed a Personal Learning Plan (PLP) where goals and targets were developed.
Multicultural education
A focus on multicultural education exists with Connected Outcomes Groups (COGS) units of work. Students work towards developing the knowledge, skills and attitudes required to make them functional within a culturally diverse community.

Respect and responsibility
Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, dedication, respect and behaviour of staff. Features of these programs include:

- School Rules and Core Values
- Student Representative Council
- Anti-Bullying lessons
- Child Protection
- Life Education
- Buddy Classes
- Student led assemblies
- Special days, e.g. Anzac Day, Remembrance Day, NAIDOC Week
- Peer support program;
- Personal development lessons across the school which reinforce tolerance and respect;

Progress on 2008 targets
Our school planning is informed by our School Strategic Plan (2006 – 2008), and our annual developmental targets.

The change from a state wide testing program (Basic Skills Testing) to National Assessment Program (NAPLAN) has led to a number of changes:

1) Year 3 students have gone from 5 skills bands to 6 skills bands.
2) Year 5 Student skill bands now start at Band 3 and extend to Band 8 (previously 1 to 6)
3) The expected growth from Year 3 to Year 5 has increased to 80 points (more than one skill band).

This has meant that comparison data, particularly in relation to our targets which were based on the old Basic Skills Test data, is limited and therefore the following analysis is based purely on the results of this year’s tests with comparison data between Thirroul Public Schools and State data.

Target 1. Maintain 88% of students achieving a growth rate of one skill band or more in Year 5 BST Literacy (currently 88%).
Our Achievements include:

- Analysed specific questions in the BST and provided stage planning and staff development on teaching and learning strategies to support improvement in weaknesses identified;
- Improvement in the role and operations of the Learning Support Team in targeting areas of need;
- Trained two teachers in the Key into Comprehension strategies.
- The average growth in Reading from Year 3 to Year 5 for Thirroul Public School students was 90.0 which is greater than the State average growth of 85.6 by 4.4 points.
- The average growth in Writing from Year 3 to Year 5 for Thirroul Public School students was 80.3 which is greater than the State average growth of 68.6 by 11.7 points.

Target 2. Maintain 72% of students achieving a growth rate of one skill band or more in Year 5 BST Numeracy (currently 72%)
Our Achievements include:

- Continued implementation of the CMIT program from Early Stage 1 through to Stage 2; and
- Utilisation of Regional personnel and lesson observations in maths.
- The average growth in Numeracy from Year 3 to Year 5 for Thirroul Public School students was 80.8 which is greater than the State average growth of 79.7 by 1.1 points.

Target 3. All teachers will participate in training in integrating Aboriginal education into the Thirroul Public School integrated units.
Our Achievements include:

- Implemented the Mr Vic Chapman Project. This is a writer in residence program where 5 gifted and talented students have created a
written record of the life of Mr Vic Chapman when he was a young aboriginal boy at school. This book will be published in 2009.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Jolly Phonics and TARS and Supervision practices.

Educational and management practice
Teacher Assessment and Review Schedule (TARS) and Supervision Practices.

Background
Each year all teaching staff participate in an evaluation of their performance called the Teacher Assessment and Review Schedule (TARS). This schedule forms part of the Staff Development program for all teaching staff. Teacher supervision practices underpin both the Staff Development program and TARS programs within the school. The current Staff Development Policy was developed in 2002. The school executive investigated current practice in other schools. Staff were in-serviced on current Institute of Teachers teaching standards and used these standards to inform a review of their roles as teachers. They defined a charter of their rights and responsibilities to be included in the Student Welfare Policy. Staff conducted a PMI analysis of the supervision structures and the TARS process at Thirroul Public School.

Findings and conclusions
Our findings were that staff valued the collegial nature of the TARS schedule and found that it was non-threatening and collaborative in nature. They liked having a regular programming schedule and thought the goal setting process allowed them to develop skills at the own individual level of need. Positives also included the consistency of teacher judgement, monitoring of children’s work through the Hall of Fame, team teaching and staff development particularly Key into Comprehension and lesson observations in maths. Staff wanted to include ESL and Library as part of the stage planning process and wanted improved opportunities to share their program. They wanted their professional learning goals/plans better planned, worked through and revisited.

Future directions
The TARS and Supervision processes will now include separate schedules for RFF, STLA, Library and Beginning Teachers. All schedules will vary across the year, and will include a Supervision Term Register, Student Assessment Folder and other evidence such as Star Card records. The supervision process will be evidence based and all documentation will be scheduled into the Supervision Term Register. There will be a strengthening of the teacher conferences and goal setting processes, and continued utilisation of collaborative processes and team planning and implementation of major school goals.

Curriculum
Early Literacy Programs

Background
In 2007 Kindergarten staff were inserviced on the Jolly Phonics and the LIPI literacy programs. These program targeted students in the early years of schooling, specifically Kindergarten and students experiencing difficulties with their acquisition of phonic skills. The school decided to conduct a trial of these programs in the Kindergarten classes in 2008 and evaluate this with the intention of implementing them as part of the normal school literacy program, if the evaluation is successful. In 2008 parents were in-serviced on the programs and observed lessons in classrooms. The P&C donated $3000 towards material and to make resources for classrooms. The staff undertook further training. A standardised test measured the exit outcomes of students from Kindergarten in 2007, who were not exposed to the program, and compared these results to those of students who undertook the program in 2008. The instrument used was the South Australian Spelling test. The Best Start Data Learning Continuum was also used to plot the gains students in 2008 made in their literacy skills. Teachers also used observational data.

Findings and conclusions
The teachers were extremely positive about the program. They were able to see a remarkable increase in the ability of students to very quickly learn their sounds, to use sound strategies taught to sound out words and to utilise these strategies earlier and more successfully in their writing.

The South Australian Spelling Test showed significant gains for students who were exposed to the Jolly Phonics and LIPI programs.

Comparison of students end of year achievements in relation to their Best Start Data Learning Continuum showed students had made significant gains.
Future directions
This program will be extended in 2009 – 2011 to include the Jolly Grammar program for Year 1 and 2 students.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents and teachers about the school.
The outcomes of parent and teacher surveys indicated that satisfaction levels were very positive and that there was a constructive partnership between the school and the community with parents expressing confidence in their child’s teacher and in the programs of the school.

88% of parents agreed that the school had strong community partnerships. 85% thought the school had supportive student welfare programs and catered to the concerns of students. 89% of parents thought the school offered a wide range of programs, catered to the needs of students in numeracy and literacy and has competent teachers.

99% of staff agreed that the school had strong community partnerships. 100% thought the school had supportive student welfare programs and catered to the concerns of students. 95% of staff thought the school offered a wide range of programs, catered to the needs of students in literacy and numeracy and that Thirroul Public School has competent teachers.

The students surveyed were overwhelmingly positive and constructive in their feedback. 95% of students said they liked coming to school. 92% indicated that other children at the school treated them with respect. 95% of students said they feel safe on the playground.

Professional learning
All professional learning undertaken by our staff in 2008 was aligned to our school management plan. It was related to our perceived needs, focusing on teacher learning to improve student outcomes.

- A total of spent $11350.03 was spent on staff training and development from the professional learning fund.
- Additional training was provided using school funds of $454 from the general global funds provided annually to schools.
- All staff were involved in the decision regarding programs and activities to target for improvement.
- Our staff has always had the opportunity to take advantage of training and development which is available and which is relevant to their needs.

- Significant training and development was offered to our support staff which includes teachers who give Support Teacher Learning Assistance, release from face-to-face, art and library.
- All teachers participated in 3 full school development days at the beginning of terms 1, 2 and 3, 2008.
- Executive Leadership Development program –3 assistant principals;

School development 2009 – 2011
Our three year school plan outlines our school direction for the coming 3 year period. Each year the plan will be evaluated and minor adjustments will be made to plan. This plan was developed following an evaluation of the 2006-2008 plan. In line with the Office of Schools Plan, the NSW State Plan and the Illawarra and South East Region Plan we have chosen Literacy, Numeracy, Quality Teaching and Connected Learning. Our major aim is to improve student learning outcomes as outlined below. The school plan was collaboratively developed by all key stakeholders within the school community.

Targets for 2009

Target 1- Literacy

- Increased levels of literacy achievement for every student.
- Improve the literacy achievement of all Aboriginal students.
- Improved diagnostic assessments in K to 2 using Best Start Continuum.

Strategies to achieve this target include:
1. Provide professional learning in teaching literacy utilising local and regional expertise-best practice.
2. Systematically use SMART Data and school data to inform and improve teaching and learning in literacy.
3. Implement DET initiatives in literacy.
4. Support student learning by targeting groups of students through strategic STLA planning. Including:
   - Best Start –Kindergarten assessment and implementation.
   - Literacy and Numeracy Leader.
   - Continued implementation of Key into Comprehension and further investigate strategies across KLAs.
   - Continued implementation of Jolly Phonics and Jolly Grammar for K to 2
classes as well as extending strategies into other stages.
- Investigating other programs such as Language, Literacy and Learning (3L) and Accelerated Literacy.

5. Plan, develop and implement school-based Focus Skills Support for all students with intensive support for those students with high literacy needs (Focus Skills determined and prioritise utilising Item Analysis in SMART Data.

Our success will be measured by:

Indicators:
- An increased proportion of students performing above the National Minimal Standard in comparison to the school's 3 year average NAPLAN results.
- Individual student growth in literacy is reflected in school assessment records.

Targets
- In comparison to the schools 3 year average K-2 benchmarking results, by the end of 2009, 60% of K-2 students will have reached their reading benchmark. (Currently 59%).

- By the end of 2009 have gathered the first year of the 3 year average benchmark for the Kindergarten Best Start Literacy data.

- In comparison to the schools 3 year average NAPLAN results, by the end of 2009, increase the number of Year 3 students performing above the National Minimum Standard to 55% (currently 53%).

- In comparison to the schools 3 year average NAPLAN results, by the end of 2009, increase the number of Year 5 students performing above the National Minimum Standard to 49% (currently 47.3%).

Target 2- Numeracy
- Increased levels of numeracy achievement for every student.
- Improve the literacy achievement of all Aboriginal students.
- Continue diagnostic assessment in Kindergarten.

Strategies to achieve this target include:
1. Provide professional learning in teaching numeracy – utilizing local and regional expertise. (Best practice.)

2. Incorporate the use of SMART data to inform and improve teaching and learning in numeracy.

3. Utilise ISER support in numeracy including:
- Best start in Kindergarten
- Literacy and Numeracy Leader Project
- Count Me in Too
- Project Consultancy
- Linking Conferences

Our Success will be measured by:

Indicators:
- An increased proportion of students performing above the National Minimal Standard in comparison to the school's 3 year average NAPLAN results.
- Individual student growth in numeracy is reflected in school assessment records.
- Increase the proportion of students achieving individual growth of at least one skill band in comparison to the school's 3 year average NAPLAN results.

Targets
- By the end of 2009 have gathered the first year of the 3 year average benchmark for the percentage of students who have reached proficiency in the Learning Framework in Number.

- By the end of 2009 have gathered the first year of the 3 year average benchmark for the Kindergarten Best Start Numeracy data

- In comparison to the schools 3 year average NAPLAN results, by the end of 2009, increase the number of Year 3 students performing above the National Minimum Standard to 40% (currently 39%).

- In comparison to the schools 3 year average NAPLAN results, by the end of 2011, increase the number of Year 5 students performing above the National Minimum Standard to 26% (currently 25.3%).

Target 3- Teacher Quality
- Strengthened capacity to improve student outcomes through continued professional development of staff.
- Develop leadership opportunities for staff for individual career development and school improvement.
Strategies to achieve this target include:
1. Identify and share best practice amongst colleagues.
2. Sharing of knowledge to inform and improve teaching through professional development with colleagues including staff meetings, staff development and team teaching opportunities.
3. Develop and implement a school-based self evaluation process to inform and improve teaching and learning.
4. Staff access and participation in Regional Leadership Programs for interested staff.
5. Professional development of staff in the embedding of ‘in task’ versus ‘on task’ scaffolding of students’ engagement in learning.
6. Utilisation of Connected Learning strategies to investigate and ensure quality teaching practices are utilised K-6.

Our Success will be measured by:

Indicators
1. Increased participation in professional learning for improved student learning:
   - By all staff that address school targets and personal areas of need.
   - By all early career teachers.
2. Participation of motivated and interested staff in local Regional or State organised Leadership Development Programs.
3. Student access and capacity to use ICT in their learning is enhanced, leading to improved student engagement and learning outcomes across all KLAs.

Targets
- All teachers professional goals reflect school’s priority goals.
- By the end of 2009 the average 15% of individuals will be using email per week (currently 14%).
- By the end of 2009 the average 20% of individuals will be using web browsing per week (currently 18%).

Target 4- Connected Learning
- Provide access to digital education resource for teaching and learning.
- Provide access to professional learning for staff in the use of Information Communication Technologies (ICT).
- Innovative use of interactive technology for teaching and learning and professional learning.
- To improve the skills of teachers and students in using technology in teaching and learning.

Strategies to achieve this target include:
1. Implement strategic funding plan to procure ICT equipment for enhanced teaching and learning.
2. Implement the connected classroom project in the school.
3. Using technology in teaching and learning:
   - Buddy/mentors studying units together (teachers and children)
   - Using technology money to provide relief for a teacher to team teach learning activities.
   - Investigate software needed to be purchased.
   - Use video conferencing in learning activities (teachers and students).
   - Engage students in learning activities that go beyond the classroom into wider community.
4. Learning about technology.
   - Use CLAS to measure the increased skills of teachers in using technology in teaching and learning
   - Using video conferencing for professional development
   - Using technology eg email, website to communicate within the school and beyond.
   - Utilise ISER Portal to inform and communicate with other teachers about best practice.
   - Staff access and participation in professional learning for innovative practice using technology.
5. Conduct teacher and student ICT skills audit

Our Success will be measured by:

Indicators
1. Teachers access local and regionally based professional learning opportunities to effectively utilise ICT.
2. New technology and interactive classrooms utilised in the school.
3. Teacher access and capacity to use ICT in teaching strategies is enhanced and evident in learning activities.
4. Student access and capacity to use ICT in their learning is enhanced leading to improved
student engagement and learning outcomes across all KLAs.

**Targets**
- By the end of 2009 increase the number of professional development sessions, video conference that staff undertake per year to 10 (currently 2).
- Teachers have developed an individual professional development plan in technology using CLAS data.

**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.

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