Tharbboxgang Public School
Annual School Report 2013
School context
Tharbogang Public School is a small school situated in the Riverina and is a proud member of the Griffith Community of Schools network. The school maintains two composite classes, K-2 and Years 3-6. The school is set on large, well-maintained grounds.

Excellence in literacy and numeracy continue to be the school’s focus, with the school aiming to develop happy, well rounded students who strive to achieve their true potential academically, socially and emotionally. The school endeavours to prepare its students for the future and to help them become confident, independent young adults.

Tharbogang Public School has an experienced and stable teaching staff. The teaching staff recognise that the early years of schooling are vital to a student’s education and provide excellent programs that cater for a wide range of learning abilities.

Principal’s message
2013 has been a successful, productive and exciting year at Tharbogang Public School. Our school is a vibrant, responsive and student focused environment that provides a special place for our students to grow and learn through the support and care of parents, friends, staff and peers. Our mission is to provide an environment that fosters the educational, social and cultural potential of each child.

We are very fortunate at Tharbogang PS to have a highly skilled, enthusiastic and dedicated staff that are committed to providing a quality education for all the students of our school. I would like to thank them for their dedication, enthusiasm and support in providing an innovative and inspiring education for our students. The nature and size of our school provides students with a unique range of experiences and opportunities that cater for their individual needs. Opportunities that foster independence, create success and inspire a passion for life-long learning.

Thank you also to the committed parents and community members that play such a crucial role in ensuring our school’s success. We appreciate your continued support of the strong partnerships that exist between our community and school. Your contribution towards the direction and culture of our school is invaluable and greatly appreciated.

Congratulations to the students of Tharbogang for their participation, effort, achievement and support of each other throughout the year.

This Annual School Report gives our school community a great opportunity to reflect on the work and achievements of the past year and to be informed about, and involved in, future planning for Tharbogang Public School.

Thank you for a great year.

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.

Kate Brace

P & C message
As we near the end of 2013 I am very pleased to say that the P&C have had another successful year in raising funds and holding events to represent the school.

Once again throughout the year we have held a number of fundraisers including a pie drive, raffles, Bunning’s BBQs and a school disco.

With the money raised the P&C have been able to pay for projects such as the revamp of the oval, the repair of the sprinkler systems and a new spray attachment for the groundsman’s
lawn mower. We were also able to contribute funds for the children that took part in KROP and we have been able to host barbecues and other events for the children. Without the hard work and support of the P&C it would not be possible to fund these sorts of things so I thank each and everyone one of you that has given up your time and helped out in anyway throughout the year.

I would like to sincerely thank Mr Stuart McWilliam for his continuous support of Tharbogang Public School. Mr McWilliam has been a strong and dedicated supporter of our school for many years and his contributions are very much appreciated.

Whilst I am thanking people, I would like to acknowledge the amazing staff that we have here at our school. The day to day running of the school and the smiles on our children’s faces is an immense credit to you all. Thank you so much for being fantastic mentors to our children.

And last but not least I would like to wish the year six girls all the best for their future at high school, your vibrancy will be missed around the school yard.

Again thank you to everyone that has been a part of the P&C executive committee in 2013.

I hope everyone has a happy and safe holiday and I look forward to seeing everyone in the New Year.

Melissa Harris
P&C President

Student representative council’s message
The 2013 SRC was made up of 11 committee members who were elected by the students.

The committee members were Ruby Brown, Katrina Catanzariti (Year 2), Michael Cudmore, Katrina Close (Year 3), Angus Brown (Treasurer), Airlee Savage (Year 4), Archie Triggs, Andrew Febo (Year 5), Senari Talioe Sila (President), Tashi Jansen (Secretary) and Anna Tecklenburg (Year 6).

Through the support and the help of all the students we have managed to raise a lot of money for the SES and Griffith Base Hospital. Our goal this year was to reach $1000 and we are pleased to report that we have raised much more than that!

Our activities were Healthy Lunch Day, Hungry Games, Handball Competition, Hundreds Chart, Cake Stall, Ice-Cream Day, Frog in a Pond and Lap-A-Thon.

The children had lots of fun and enjoyed every fundraiser.

Thank you to all the students and parents who supported our fundraising activities. We would also like to thank each committee member who worked throughout the year to support our school. The P&C have been very helpful throughout the year so I would like to give a big thank you to them too.

Finally we would like to thank Mrs Dal Nevo for working with us week after week and for all her help behind the scenes.

Thank you!

Students from Years 3-6 say thank you with their artworks.

Senari Talioe Sila - SRC President
Tashi Jansen - Secretary
Anna Tecklenburg

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

![Enrolments graph]

Student attendance profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>25</td>
<td>19</td>
<td>20</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td></td>
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<tr>
<td>Female</td>
<td>23</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>20</td>
<td></td>
</tr>
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Management of non-attendance

The school staff encourage all students to attend school each day, unless illness or an appropriate reason prevent them doing so.

Parents are contacted where absenteeism is a concern. Guidelines and requirements are explained and the student’s attendance monitored. Continued concerns are referred to the Home School Liaison Officer.

Workforce information

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

The school is supported by the staff listed below as well as casual staff, on call, as required.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.696</td>
</tr>
</tbody>
</table>

General Assistant 0.23
Total 3.562

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The staff at Tharbogang Public School share a variety of backgrounds however, at present, there are no Indigenous employees.

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 or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>66.6%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>71538.54</td>
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<tr>
<td>Global funds</td>
<td>58056.53</td>
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<tr>
<td>Tied funds</td>
<td>13932.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6669.79</td>
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<tr>
<td>Interest</td>
<td>2092.27</td>
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<tr>
<td>Trust receipts</td>
<td>1618.45</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>153907.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenditure</td>
<td>89866.87</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>64040.93</td>
</tr>
</tbody>
</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.

**School performance 2013**

**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.

Seven students in Year 3 and seven students in Year 5 completed these assessments in 2013.

Results cannot be reported upon in this report as this may allow for recognition of individual students. Teachers have analysed results and discussed these with parents. The results of this external data have contributed to our future school targets for 2014 and indicated growth in targeted areas has occurred in 2013.

**Other achievements**

**Creative and Performing Arts**

**Kids Rapt On Performing (KROP)**

KROP is a Creative and Performing Arts spectacular which provides students in Riverina Public Schools an opportunity to perform in a professional setting. It provides a wonderful forum and a relevance to studying Creative and Performing Arts. KROP is unique as it brings all public schools together to celebrate Public Education in a non competitive, but inclusive way. KROP is in its 9th year in 2013 and Tharbogang Public School presented an item entitled 'Waka Waka'.

**Music Count Us In**

This year, once again, our school participated in the Music: Count Us In (MCUI) initiative. MCUI is Australia’s biggest school initiative. With support from The Australian Government, it has run since 2007 and is all about celebrating the value of music education to students’ development, whoever they are, wherever they are. It involves more than 600,000 students, teachers - and often parents – from schools all over Australia who sign up to learn, rehearse, then perform the same song, on the same day, at the same time. This year is our fourth year of involvement with this program.

**Sport**

Sport is an important and integral part of the curriculum at Tharbogang PS.

The first major sporting event on the calendar for 2013 was the Small Schools’ Swimming Carnival. Tharbogang Public School was awarded:

- first place in the P5 Relay;
- 11yr Boy Champion.

Additional outstanding achievements in sport for Tharbogang Public School for 2013:

- Four students represented the school at the Riverina Swimming Carnival.
- Two students represented the school at the Riverina Athletics Carnival.
- One student represented the school at the State Athletics Carnival.
- One student represented the school at the Riverina Cross Country Carnival.
- One student represented the school at the State Cross Country Carnival.
- Competed as part of a small schools’ team in the PSSA State Knockout Competitions for tennis, cricket, soccer, touch football, rugby league and AFL.
- One student represented the school at the Riverina PSSA tennis selection trials.
- Two students represented the school at the Riverina PSSA soccer selection trials.

Tharbogang Public School participated in the Premier’s Sporting Challenge for 2013. This initiative aimed to engage young people in sport and physical activity and encouraged them to
lead healthy, active lifestyles. All students were involved in this program and the school achieved a gold award for completing an average of at least 60 minutes of physical activity per day.

Other school sport programs included tennis coaching, an inter-school sport program (that included sports such as cross training, karate, basketball and indoor cricket), Little Athletics coaching, Zumba fitness, National Rugby League development workshops and the Cricket Heroes Program.

More students! More Active! More of the time!

The school also participated in an Intensive Swimming Program at the Griffith Leisure and Aquatic Centre.

Debating

Tharbolong Public School successfully competed in the Small Schools’ Griffith Debating Competition. Stage 3 students engaged in a Premier’s Debating Challenge training day. This day consisted of workshops run by the department’s most senior adjudicators and coaches, all of them state representative debaters themselves. All aspects of debating were covered including rebuttal, arguments & examples, definition and speakers roles. Our Stage 3 debating team then participated in a competition day with other small schools. This involved students presenting both a prepared and an impromptu debate. Feedback from the judges was very positive and they were impressed with the standard and delivery of these presentations.

Significant programs and initiatives

L3

Language, Learning and Literacy (L3) is a research-based, Kindergarten classroom intervention, targeting text reading and writing. It has been designed to complement the daily Literacy program for students who do not bring a rich Literacy background to their first year of school. Students receive explicit instruction in reading and writing strategies in small groups of three to four students. Students then rotate to independent individual or group tasks. This occurs in the daily Literacy session.

Kindergarten students enjoy revisiting the books they have explored in the ‘Reading to’ component of L3.

Aboriginal education

All students participated in studies incorporating the cultural contexts, values and practices of local Aboriginal communities into the delivery of programs in the key learning areas of English, Human Society and Its Environment and Creative and the Creative and Performing Arts.

Merv Firebrace visited the school in Term 4 for an Aboriginal Cultural Day to conclude the English units on Storytelling and Aboriginal Art that were being explored in all classrooms. The students participated in dance, drama, art and PE workshops all with an Indigenous perspective.

Students prepare to present their argument that ‘the single gender education system is better than the co-ed system’.

Merv teaches the students how Aboriginal people are able to track animals by using the marks they leave in the sand.
Tharbogang Public School is a current member of the Dare to Lead Coalition of Schools.

Merv plays the didgeridoo for the students at our Aboriginal Cultural Day.

Our school is situated on the traditional lands of the Wiradjuri people. The original custodians of the land are acknowledged at all assemblies and community events.

**Multicultural education**

Multicultural education is valued and supported at Tharbogang Public School and this is reflected in high quality teaching and learning programs that include multicultural perspectives across all key learning areas.

An appreciation and respect for cultures from throughout the world has been fostered through events such as Harmony Day and units such as ‘Refugees and Migration: Words to Unite Us’ (Stage 2) and ‘Refugees and Migration: Global People’ (Stage 3). Throughout these units, parents that migrated to Australia were invited to come and speak to students about their personal experiences and perspectives.

Tharbogang Public School is currently involved in the NSW K-6 Community Languages Program. The Italian language is taught to all students in the school. The focus of this community language programs is communicative competence. Students are encouraged to communicate effectively through the development of skills in listening, speaking, reading and writing in Italian.

**Student Leadership**

In Term 1, the Tharbogang Public School leaders travelled to Sydney with student leaders from other schools in the Griffith Community of Schools to participate in the National Young Leaders Conference. The program consisted of keynote talks, multimedia presentations and interactive learning that targeted a range of specific outcomes for young people who aspire to lead themselves and others well.

Tharbogang PS student leaders also participated in the GRIP Leadership Conference in Wagga Wagga in Term 2. They attended along with Stage 3 students from Lake Wyangan and Yoogali Public Schools. Sessions covered topics such as ‘What Should We As Leaders Focus On?’, ‘Public Speaking Skills’ and ‘Different Ways of Leading’.

This network of student leaders also met with the Griffith Mayor, John Dal Broi, to discuss his experiences in regards to leadership and change.

**Best Start**

The Best Start Assessment was administered individually to Kindergarten students within the first weeks of commencing school. This formal assessment provided teachers with extensive information about students’ knowledge, skills and experiences in literacy and numeracy prior to engaging in formal learning experiences. Information gathered was thoroughly analysed and students were placed on the Literacy and Numeracy Continuums accordingly. Students’ academic progress in these areas was then monitored and tracked throughout the year. They were moved along the continuums as their skills and abilities increased. Early Learning Plans were also created, and assisted in the planning and development of classroom teaching and learning programs. Parents received a report detailing their child’s skills prior to starting school and activities that they could implement at home to assist their child’s learning.
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:

- Group surveys – including students, staff and parent community;
- Analysis of student data – including internal and external assessment data; and
- Evaluations of the effectiveness of current programs and strategies in achieving their aim.

School planning 2012—2014: progress in 2013

School priority 1
Quality teaching and learning in the English Key Learning Area.

Outcomes from 2012–2014
To continue to improve student achievement in English, with an emphasis on reading, writing and spelling, as measured by Stage appropriate Syllabus outcomes, internal assessment tools and student growth within NAPLAN assessment results.

Evidence of progress towards outcomes in 2013:

- English units based on the Australian Curriculum trialled, analysed and evaluated by all teachers.
- 83.3% of Year 5 student achieving greater than or equal to expected growth in Writing and Spelling.
- 80% of students in Years 1-6 attained a sound achievement (C) or better in Writing in their end of year reports.
- 83.3% of students in Years 1-6 attained a sound achievement (C) or better in English in their end of year reports.
- 83.3% of Kindergarten students made individual growth of at least 3 clusters on the Literacy Continuum for ‘Reading Texts’, ‘Aspects of Writing’, ‘Concepts About Print’ and ‘Phonemic Awareness’ between Term 1 and Term 4.

Strategies to achieve these outcomes in 2014

- Creating an additional class on the Tuesday, Wednesday and Thursday of each week to form K-2, 3-4 and 5-6 class groups on these days. This will allow for a specific focus on English at a Stage appropriate level.
- Professional learning that focuses on the new English syllabus undertaken by all teachers.
- All students to be placed on the Literacy continuum using PLAN software at the end of this term and this data used to inform learning and teaching programs.
- K-2 teacher to complete ongoing training in L3.
- An oral language program to be implemented in the K-2 classroom.

School priority 2
Quality teaching and learning in the Numeracy aspect of Mathematics.

Outcomes from 2012–2014
To continue to improve student achievement in Numeracy, with an emphasis on the Number strand and Working Mathematically, as measured by Stage appropriate Syllabus outcomes, internal assessment tools and student growth within NAPLAN assessment results.

Evidence of progress towards outcomes in 2013:

- Two teachers trained in the Taking Off With Numeracy (TOWN) program to improve the outcomes of students in the upper primary years identified as not performing at expected stage level.
- 83.3% of Year 5 student achieving greater than or equal to expected growth in Numeracy.
- 80% of students in Years 1-6 attained a sound achievement (C) or better in Mathematics in their end of year reports.
- 83.3% of Kindergarten students made individual growth of at least 3 levels on the Numeracy Continuum for ‘Numeral Identification’ and at least 2 levels for
‘Early Arithmetical Strategies’ between Term 1 and Term 4.

- Mathematical resource stocktake completed and resources purchased.

**Strategies to achieve these outcomes in 2014:**

- Creating an extra class on the Tuesday, Wednesday and Thursday of each week to form K-2, 3-4 and 5-6 class groups on these days. This will allow for a specific focus on Numeracy at a Stage appropriate level.

- Professional learning undertaken to familiarise all teachers with the new Mathematics syllabus before implementation in 2015.

- All students to be placed on the Mathematics continuum using PLAN software at the end of each term and this data used to inform learning and teaching programs.

**School priority 3**

Improvement in student absenteeism rates.

**Outcomes from 2012–2014**

To continue to improve welfare policies and procedures, with an emphasis on improving student absenteeism rates.

**Evidence of progress towards outcomes in 2013:**

- An overall increase in student attendance from 2012 to 2013.

- All Aboriginal families have had an interview with the school and personalised learning programs have been developed and discussed.

**Strategies to achieve these outcomes in 2014:**

- Continue to strengthen and improve effective partnerships between the school and its families.

- Emphasise the importance of school attendance and its effect on student achievement through the newsletter, Facebook page and website.

**Professional learning**

Tharbgang Public School supports the professional learning of school staff at every stage of their career. Teachers have been supported in gaining insight into and developing their teaching practice. Whilst preparing for the implementation of the new NSW English Syllabus and undertaking professional learning opportunities, they have been encouraged to foster new ways of thinking about content and new approaches to teaching that will substantially affect student achievement over a sustained period of time.

**Professional Learning activities for 2013 included:**

- One teacher training in the Language, Learning and Literacy (L3) strategy;

- Two teachers training in the Taking Off With Numeracy (TOWN) program;

- The school Learning and Support Teacher (LaST) involved in network training days;

- Two teachers attending the Riverina Region Teaching and Learning Forums; and

- One teacher attending the Operation Art Visual Arts Workshops.

- All teachers completing the first three (3) modules on the Australian Curriculum, including ‘The Learner and the 25 New Curriculum’, ‘Teaching for the New Curriculum’ and ‘English K-10’.

The total tied professional learning budget of $3655.04 was spent and the school budgeted an additional $3,299.69 of extra funding towards training and development. This equates to $6,954.73 for two full-time teachers and one part-time teacher.

In 2013, no new scheme teachers were working towards NSW Institute of Teachers Accreditation at the school. There was one full-time teacher and one part-time teacher maintaining accreditation at Professional Competence.

All teaching staff attended five staff development days in 2013. The focus of these staff development days included:

- Mandatory training in CPR, anaphylaxis and asthma training, Code of Conduct and Child Protection;

- Australian Curriculum;

- Habits of Mind;

- Learning Support;
Planning and programming for Spelling; and
Networking and learning sessions based on literacy, numeracy and technology with Yenda, Hanwood and Yoogali Public Schools.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student’s survey responses indicated they:

- believe that their classroom is an interesting place to learn and they are being exposed to new and different ideas;
- feel that their teachers encourage them to achieve their best; and
- recognise that their teachers share ideas and learning with other teachers to support them in their learning.

100% of parents that responded agreed or strongly agreed that the school:

- is an attractive and well-resourced school;
- is connected to its community and welcomes parental involvement;
- encourages parents to contact the school to discuss any concerns related to their child;
- has its students as its main concern;
- maintains a focus on literacy and numeracy;
- teaches and promotes core values;
- exhibits fair discipline;
- has competent teachers who set high standards of achievement; and
- promotes a healthy lifestyle.

All staff agreed or strongly agreed that Tharbogang PS:

- maintains its main priority as meeting the needs of its students;
- encourages all students to be life-long learners;
- delivers a wide range of extracurricular programs to its students; and
- is continually finding ways to improve what it does.

In 2014, we will focus on increasing student access to computers and developing strong technology programs and resources.

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.

Kate Brace – Principal
Kerry Dal Nevo – Teacher
Alana Primrose – Teacher

School contact information

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Fax: 02 6963 6356
Email: tharbogan-p.school@det.nsw.edu.au
School Code: 3195

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: