“Always Ready”

Our school at a glance

Students

Nineteen students were enrolled at Tirranna Public School at the beginning of 2009. Two new families joined the school during the year with the final enrolment being twenty-one.

Messages

Principal's message

Small schools are great schools and Tirranna is no exception. Yet again the children have proven themselves academically, on the sporting field and in the areas of Creative and Performing Arts.

A huge thank you to my supportive staff, Janna House, Nancy Ball, Julie Carey and Neville Robertson and to Mrs Meredith Norris for the assistance you have given during 2009. You all make the school a very special place. The successes and achievements at Tirranna School would not be possible without the assistance and support of the community, especially the staff and parents.

I would like to thank the P&C for your continued support and efforts during 2009. Assistance through funding, especially for excursions and for the continued employment of our fabulous Teacher’s Aide, Mrs House, would not be possible without your help.

Tirranna is continuing to grow. At this stage we are expecting six new students in 2010. These students will see four new families join our school community. Sadly, though, students and families must also leave as lives and situations change. We wish to bid a fond farewell to three families, who are also experiencing changes in their lives in 2010. I would like to thank Tina and Michael, Leah and John and Katrina for their support of Tirranna during the time their children have been enrolled here and wish them and their children, Ryan, Maddie, Byron, Tyler and Bonnie all the best for the future. We are sad to see you leave but know that you will take with you fond memories of Tirranna.

I would also like to thank Mr David Marsden for his wonderful dedication in providing Scripture Classes at Tirranna each week. The students eagerly await his arrival every Tuesday and he is much loved by all.

2010 will see yet again new changes to the grounds of Tirranna. We have been incredibly fortunate in the past few years, with Federal and State money funding the play equipment and the stage area. Early in 2010 the students will have a new classroom as a result of the Economic Stimulus package. This will be very exciting as we have outgrown our small classroom.

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.

Suzanne Cartwright

P&C message

Yet again Tirranna P&C has pulled together a busy year. We were successfully able to supplement our Teacher's Aide position and feel very fortunate to have Mrs Janna House assisting Mrs Cartwright and the other staff members to provide a better education for our children.

Fundraising this year may not have been as productive as some years. We were able to meet needs through multiple small school raffles – Easter, Christmas and the wood raffle. The bulb fundraiser was also very successful. We benefited from Janna’s Nutrimetics party as host proceeds went toward our lucra tive Christmas raffle. The incredible prizes donated for our final fundraiser were exceptional. A big thank you to the families and businesses in the community who donated prizes and time.

Finally thank you to all the parents and extended families who helped throughout the year. Your effort and enthusiasm towards our school is truly appreciated.

Leanne Rayner     P & C President

Student representative's message

During the year we have participated in many school and sporting activities, excursions and fund raisers. Our favourite activities included Safari Day for Book Week, the 1800's day and movie night with Breadalbane Public School and the Goulburn Concert. We had a
very busy and successful year in sport and participated in the Gilbert Croker Cup, Taralga Sports Day, the State P6 relay and gala days for AFL, Touch football and softball. Some of the excursions we enjoyed were the Young Leaders Conference in Sydney, the Southern Stars performance in Wollongong and Berry camp. We helped others during the year by raising money for Jeans for Gene’s day and Pink Ribbon Day.

We have enjoyed being young leaders at Tirranna Public School and have learnt a great deal about leadership. We would like to thank the teachers for helping us during the year and thank the students for supporting us as leaders.

Ryan Quigley, Novia Sunandar, Micaela Battiste, Tyler Hollingworth-Dessent and Isabella Webb

Enrolment at Tirranna Public School increased significantly in 2009.

Student attendance profile

Attendance rates are above state and Regional average in most grades.

Management of non-attendance

Tirranna Public School implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support. Throughout the year parents are reminded of the need for excellent attendance and the impact of poor attendance on academic performance. Students with excellent attendance are recognised and rewarded using the school merit system. Attendance awards are given to students at the beginning of the term for 100% attendance in the previous term. To establish a good
attendance habit, blue tokens are given to students by the student leaders every day for attendance.

**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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

**Structure of classes**

There is one multi-age class at Tirranna Public School.

**Staff**

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

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>0.4</td>
</tr>
<tr>
<td>School administrative</td>
<td>0.5</td>
</tr>
<tr>
<td>Manager</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>On call</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>14 days/</td>
</tr>
</tbody>
</table>

At the time of writing this report, Tirranna Public School had no identified Indigenous staff members working in the school.

**Teacher qualifications**

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>80 949.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>37 509.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9 668.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 288.51</td>
</tr>
<tr>
<td>Interest</td>
<td>2 377.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 923.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>143 717.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>3 785.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 412.69</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16 260.55</td>
</tr>
<tr>
<td>Library</td>
<td>162.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 761.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 411.01</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4 070.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23 034.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3 793.23</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 579.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 682.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>103 953.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Balance carried forward</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance carried forward</td>
<td>39 763.48</td>
</tr>
</tbody>
</table>
A full copy of the school's 2009 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 2009**

**Achievements**

**Arts**
- All students participated in the Goulburn Community of Schools Music Festival. Years 3-6 performed as a part of the massed choir and the whole school performed a Rock 'n Roll musical drama.
- Jasymn Ruffles, Lucy Miller and Bonnie Noack represented the Goulburn District in the inaugural District Dance Group. They performed at the Regional Dance Festival and in the Southern Stars at Wollongong.
- The school presentation evening and concert once again showcased the many artistic skills of our students.
- Tirranna Public School travelled to Wollongong to watch the Southern Stars Performance.
- The school was treated to a special visit from Mark Austin who wrote 'Ringle Tingle Tiger'. After reading the book, the students enjoyed a variety of Literary workshops.

- In Term 3 the students participated in Drama workshops at the school. K to 3 performed a play about three dwarves and Years 4 to 6 performed a play about Christmas.

**Sport**
- Student participation in the annual small schools carnivals for swimming, cross country and athletics was outstanding.
- Tirranna won the aggregate Athletics trophy at the Small Schools Athletics Carnival and at Taralga Sports Day.
- Dayne McDonald, Ryan Dodson, Emilee Battiste and Micaela Battiste represented Goulburn in the Regional Athletics Carnival and at the State Athletics Carnival in the P6 relay.
- Tirranna students attended the small schools softball gala day at Tarago Public School.

- Byron Hollingworth-Dessent, Micaela Battiste, Tyler Hollingworth-Dessent, Ryan Dodson, Emilee Battiste and Dayne McDonald played football at the Bill Crocker cup in Goulburn and proceeded to the semi-finals.
- All students at Tirranna Public School attended the Learn to Swim Program at the Goulburn Aquatic Centre.
- Tirranna won the aggregate shield at the Small Schools Cross Country. Byron Hollingworth-Dessent, Micaela Battiste, Lucy Miller and Emilee Battiste represented Tirranna in the District Cross Country at Wollondilly Public School.
- Tirranna won the aggregate shield at the Taralga Sports Day for the 4th consecutive year.
- All students participated in the annual Goulburn Sport and Cultural Expo at Carr Confoy.

**Other**

- Students in Year 3-6 had a wonderful time at Berry Sport and Recreation Centre for five days in November with eleven other small schools from the region.
- Three students participated in the University of NSW Competitions with everyone gaining participation awards.
- Tyler Hollingworth-Dessent and Micaela Battiste attended a sustainable schools workshop in Goulburn that initiated the implementation of the School Environmental Management Plan.
- Year 5 and Year 6 students competently ran the Peer Support Program developing their leadership skills. Peer support groups continued to sell Tirranna produce and raised nearly $400 for the school outdoor learning areas.
- School leaders ran several fundraisers for worthy charities such as Jeans for Gene’s Day and Pink Ribbon Day.
- The prefects, Micaela Battiste, Tyler Hollingworth-Dessent, Novia Sunandar, Isabella Webb and Ryan Quigley attended the Young Leaders Conference at the Sydney Entertainment Centre and were inspired by great leadership.
- Tirranna Public School celebrated book week in true Tirranna style. Led by their enthusiastic Librarian, Mrs Nancy Ball, the school was transformed into a safari hunt. The Safari Day included a safari course, art and craft activities and the pursuit of Literature.
- Two successful days saw a focus on personal and road safety. Constable Beard visited Tirranna on Police Safety Day and spoke about stranger danger. Tirranna also visited Wollondilly Public School on Bike Safety Day to discuss best practice and safety with bikes.
- Our combined Colonial Day with Breadalbane Public School was enjoyable and a step back in time. The children and teachers dressed as early settlers and experienced life as a Colonial settler. The day incorporated Literacy, Numeracy, singing, dancing and cooking.

**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)

**Literacy – NAPLAN Year 3**

In 2009 two Year 3 students participated in the NAPLAN Tests for Literacy.

The reporting of NAPLAN results for Tirranna Public School is in accordance with the Commonwealth’s National Education Agreement, 2009.

“NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.”

The following tables show averaged results for 2007/2008/2009 based on skill band distribution for Tirranna Public School.
students compared to the state average for 2009.

Overall, reading results for the past three years for Year 3 are slightly below state average.

<table>
<thead>
<tr>
<th>Skill Band Distribution - Year 3 Reading</th>
<th>Band 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2007 - 2009</td>
<td>14.3</td>
<td>28.6</td>
<td>28.6</td>
<td>0.0</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>3.1</td>
<td>9.2</td>
<td>17.9</td>
<td>21.7</td>
<td>23.1</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Overall, writing results for the past three years for Year 3 are slightly below state average.

<table>
<thead>
<tr>
<th>Skill Band Distribution - Year 3 Writing</th>
<th>Band 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2007 - 2009</td>
<td>0.0</td>
<td>28.6</td>
<td>28.6</td>
<td>28.6</td>
<td>14.3</td>
<td>0.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>3.2</td>
<td>4.5</td>
<td>13.9</td>
<td>26.4</td>
<td>28.7</td>
<td>23.4</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

In 2009 two Year 3 students participated in the NAPLAN Tests for Numeracy.

Overall, numeracy results for the past three years for Year 3 are slightly above state average.

<table>
<thead>
<tr>
<th>Skill Band Distribution - Year 3 Numeracy</th>
<th>Band 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2007 - 2009</td>
<td>0.0</td>
<td>28.6</td>
<td>28.6</td>
<td>28.6</td>
<td>14.3</td>
<td>0.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>5.2</td>
<td>10.9</td>
<td>19.6</td>
<td>24.2</td>
<td>22.6</td>
<td>17.6</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 5

In 2009 three Year 5 students participated in the NAPLAN Tests for Literacy.

The reporting of NAPLAN results for Tirranna Public School is in accordance with the Commonwealth’s National Education. The following tables show averaged results for 2007/2008/2009 based on skill band distribution for Tirranna Public School students compared to the state average for 2009.

Overall, reading results for the past three years for Year 5 are slightly above state average.

<table>
<thead>
<tr>
<th>Skill Band Distribution Year 5 Reading</th>
<th>Band 3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2007 - 2009</td>
<td>0.0</td>
<td>0.0</td>
<td>66.7</td>
<td>0.0</td>
<td>33.3</td>
<td>0.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.1</td>
<td>11.9</td>
<td>21.4</td>
<td>20.5</td>
<td>24.7</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Overall, writing results for the past three years for Year 5 are slightly above state average.
Skill Band distribution for Spelling, Grammar and Punctuation

Results for these three areas were not collected in 2007 therefore there are no 3-year averages for the school. As there were less than ten students tested in 2009, results cannot be reported.

All parents of students in Year 5 in 2009 received a complete performance analysis.

Staff at the school have completed a detailed analysis of results which will be used to update the school plan for 2010. Teaching programs will be devised to reflect areas of need identified.

Numeracy – NAPLAN Year 5

In 2009 three Year 5 students participated in the NAPLAN Tests for Literacy.

Overall, numeracy results for the past three years for Year 5 are slightly above state average.

Skill Band Distribution - Year 5 Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2007 - 2009</td>
<td>16.7</td>
<td>16.7</td>
<td>33.3</td>
<td>33.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>5.4</td>
<td>9.7</td>
<td>20.9</td>
<td>36.8</td>
<td>16.8</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Progress in literacy

Due to the small number of students, detailed results cannot be reported for privacy reasons.

Progress in numeracy

Due to the small number of students, detailed results cannot be reported for privacy reasons.

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 2009

As per the Commonwealth’s National Education Agreement, 2009, results for Year 3 cannot be reported as there were less than ten students tested in 2009. Any students who did not achieve the minimum national standard for 2009 will be provided with a support program in the areas identified.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

As per the Commonwealth’s National Education Agreement, 2009, results for Year 3 cannot be reported as there were less than ten students tested in 2009. Any students who did not achieve the minimum national standard for 2009 will be provided with a support program in the areas identified.

Significant programs and initiatives

Aboriginal education

Although Tirranna Public School does not have any identified Aboriginal students currently enrolled, the Department’s Aboriginal Education Policy is fully implemented. Staff members include Aboriginal perspectives throughout their teaching and learning programs.

An “acknowledgement of country” continues to be an important aspect of all assemblies and other formal occasions.
The implementation of the Department’s Aboriginal Education and Training Strategy will be a target in the School Plan for 2010.

Multicultural education
Multicultural perspectives are regularly covered in all Key Learning Areas. All students participated in the CWA’s study of Egypt this year. Students researched and produced a project or completed an art activity which was displayed at the Tarago CWA Hall. Students attended the Tarago CWA Cultural Day and participated in games and music pertaining to Egyptian culture.

Respect and responsibility
Tirranna Public School demonstrates a strong commitment to the Department’s Values in NSW Public Schools and our Student Welfare Policy is regularly reviewed according to Department policy.

The National Anthem is sung at all school assemblies and special events and students say the Democratic Pledge every Monday morning at assembly.

The Peer Support program continues to run effectively with the development of a variety of leadership roles for students and a focus on applying skills learnt in personal development lessons. Older students act as mentors in fitness sessions and other lessons to develop leadership skills whilst younger students learn the skills of respect and responsibility from their peers as well as their teachers. Students show respectful acceptance and support of others.

Students participated in an ANZAC Day ceremony at school and in the Goulburn ANZAC Day March.

Other programs
Information and Communication Technology
Technology continues to be an important tool for learning at Tirranna Public School and every student has access to a computer. Training was undertaken in 2009 for staff to develop skills in the effective use of the Interactive Whiteboard to maximise student engagement and learning. Further training will be undertaken in 2010. Students continue to develop highly efficient technology skills under the guidance of Mrs Nancy Ball.

Live Life Well @ School
Tirranna Public School has consolidated its participation in this important program in 2009. Fruit Break is now a daily event and students bring fresh fruit and water each day.

Boys’ and Girls’ Education
Staff attended a full day workshop with Celia Lashlie who is recognised as an influential writer and speaker on the topic of Boys Education. Teachers have reviewed their teaching practice in the context of gender equity to ensure teaching strategies are inclusive for both boys and girls.

Programs for students with additional educational needs
Tirranna Public School receives fourteen teaching days per year for a support teacher. The school supported by the P&C fund a School Learning Support Officer for two days per week. These resources are used effectively to identify areas of need and develop a program of support to improve student outcomes in Literacy and Numeracy.

Environmental Education and Sustainability
The School Environmental Management Plan (SEMP) was initiated during 2009. Micaela, Tyler and Mrs Cartwright attended a Sustainable Schools workshop in Term 2 to begin the formulation and later implementation of the plan. The outdoor learning areas remain the focal point of our environmental plan. All food scraps are now composted or given to the chickens or worm farm. Recycling and reusing paper in the classroom is an important focus in our plan.

Building and Maintenance
The school was fully re-painted this year and other minor works were completed using the Federal Government’s National School Pride initiative. Commencement of a new classroom under the Building Education Revolution began in 2009 and will be completed in 2010.

Progress on 2009 targets

Target 1

85% of children achieve or better stage outcomes in Literacy

Our achievements include:

- 90% of students K-6 are at or above minimum Reading Benchmarks
- 100% of Year 3 students performed at or above minimum standards for Reading, Writing and Spelling in NAPLAN Literacy
- 100% of Year 5 students performed in the top 4 skill bands for Reading, Writing, Grammar and Punctuation in NAPLAN Literacy.

Target 2

85% of children achieve or better stage outcomes in Numeracy

Our achievements include:

- 95% of students are performing at or above expected stage outcomes
- 100% of students in Year 3 and 5 performed in the top 4 skill bands in NAPLAN Numeracy

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 2009 our school carried out evaluations of School Planning and Mathematics

Educational and management practice

Background

School planning was chosen as the area for evaluation as pertaining to the school’s Educational and Management Cycle.

Parents were surveyed using the School Map Best Practice Survey 2001. 66% of parents replied to the surveys.

Findings and conclusions

Parent responses were very positive about school planning. Parents were confident that the school implemented a comprehensive management plan that was developed with the support of staff, students and parents. Most surveys indicated that the community was usually made aware of school purchases and their justification. Parents felt they were usually involved in the decision making processes in regard to school purpose and student needs. Most parents felt the annual school report identified the reasons for school targets.

Future directions

It is evident from the surveys that parents want to be involved in the decision making process and have an input into school planning. As the surveys generally acknowledged the current capacity for parent involvement, similar opportunities will continue to be provided in 2010. Parents will be informed via the Newsletter of impending school issues and these issues will be discussed at P & C meetings. Parents will also be given the opportunity through the Newsletter to suggest and comment on school planning and decision making.

Curriculum

In 2009 we evaluated Mathematics.

Background

Mathematics was evaluated as pertaining to the school’s Educational and Management Cycle.

Findings and conclusions

Parent surveys showed that parents felt Mathematics was an important area of learning at Tirranna. Parents overwhelmingly felt their students had developed new skills and had shown improvement in Mathematics during the year. The Number strand was felt to be particularly strong. Parents stated their children enjoyed learning Mathematics and particularly enjoyed using computers and participating in group work and hands on
activities. Most parents stated that homework was at a suitable level.

Student surveys showed that Mathematics was important to all students and that they believed they had all made improvements during the year. Most students felt confident with the Number strand but some felt they could improve their understandings of measurement and space. All students expressed an opinion that maths was interesting and enjoyable and that they particularly liked using the computers. Most students enjoyed working with others to solve maths problems but some students preferred to work alone.

Future directions
Parents indicated a need for parent information sessions and workshops to develop a greater understanding of the syllabus and what is being taught in class. Mathematics will be a focus area for Education Week in 2010 and workshops will be offered to parents during the year.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Parent responses were again positive with their responses presented below:

Areas of strength were identified as:

- Tolerance and acceptance of all students
- Recognition of student achievements
- Challenging programs offered to students with a focus on Literacy and Numeracy
- Teachers set high standards of achievement
- Good access to computers and strong technology programs and resources
- Good communication through the weekly Newsletter and the Annual School Report

Areas for improvement were identified as:

- Promoting school uniform

- Sport and Physical Education programs

Professional learning
Regular attendance in professional learning activities throughout the year is essential to continue to provide quality education. Focus areas during the year included ICT and Writing in line with the school management plan. The Principal participated in Interactive Whiteboard training and the educational benefits of Wiki spaces. Conferences provided information on quality teaching and a Sports Ability Workshop was attended. Mandatory First Aid and CPR training were also priority areas in 2009.

The school is allocated funds each year for the professional learning of staff. In 2009 Tirranna Public School expended $2 321 from tied funds and $4 761 from the School Global Account.

School development 2009 – 2011
The school plan is designed to be implemented over three years but is continually reviewed to ensure targets are being met and that other strategies are successful. The plan is formulated with staff as a direct result of student performance.

Targets for 2010

Target 1

90% of children achieve or better stage outcome in Literacy

Strategies to achieve this target include:

- Implementation of Best Start
- Analysis of individual students’ needs and provision of appropriate support
- Differentiated Professional Learning Programs
- Implementing focussed programs throughout the school including:
  - Ensuring the teaching of HSIE and Science is aligned to the Quality Teaching framework and incorporates quality literacy strategies and Aboriginal Education
- Participation in Small Schools Network to facilitate sharing of expertise and resources, with focus on student writing improvement and authentic assessment
  - Development of a strategic and systematic K-6 assessment program
  - Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions
  - Integration of technology strategies into writing
  - Ensure monitoring and evaluation processes are in place
  - Participation in Regional conferences for teachers and Principal to support literacy programs K-6

Our success will be measured by:
- Best Start implemented in Kindergarten and supports effective planning for Literacy to meet needs for all ES1 students
- Literacy assessments in place and in-class term and semester assessments indicate growth for every student
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.

Target 2
90% of children achieve or better stage outcomes in Numeracy

Strategies to achieve this target include:
- Implementation of Best Start
- Analysis of individual students’ needs and provision of appropriate support
- Professional learning for teaching staff in analysis techniques and establishment of specific student goals
- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms
- Structured opportunities for staff to participate in Small Schools Network to facilitate improved student engagement and learning
- Ensure monitoring and evaluation processes are in place
- Participation in Regional conferences for teachers and Principal to support numeracy programs K-6

Our success will be measured by:
- Best Start implemented in Kindergarten and supports effective planning for Numeracy to meet needs for all ES1 students
- Numeracy assessments in place and in-class term and semester assessments indicate growth for every student
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Numeracy sessions include ‘teaching numeracy’ focus as per DET guidelines
- Increased competency levels in ICT will be demonstrated by staff and students

Target 3
All students and staff members will be provided with ongoing learning in Aboriginal Education and Training

Strategies to achieve this target include:
- Collaborate with regional and local AECGs and Aboriginal community members in the education of all students about Aboriginal Australia.
- Lead and monitor the implementation of the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy 2009-2012.
- Follow appropriate protocols when working with Aboriginal communities to develop and maintain effective relationships.
- Identify and develop resources to support all students to gain a deeper understanding of Aboriginal histories, cultures and experiences.
- Develop culturally appropriate teaching and learning materials to support units.
• Ensure Welcome to Country and Acknowledgement of Country are observed as protocols across the department.

• Ensure significant events such as NAIDOC Week, Sorry Day, The National Apology to the Stolen Generations, National Aboriginal and Torres Strait Islander Children’s Day and Reconciliation Week are acknowledged across the department.

Our success will be measured by:

- Welcome to Country and Acknowledgement of Country are observed at all school functions
- Aboriginal perspectives are evident in all teaching programs
- Regional and local AECGs and Aboriginal community members participate in school activities and organisation in regard to Aboriginal education
- Significant days and events are acknowledged at Tirranna Public School.

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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