School context statement
Tooraweenah Public School is a small school located in the Wagga Wagga School Education Area, 105km from Dubbo. It is a member of the Western Plains group of schools. The school provides students with a positive learning environment enhanced by its setting at the base of the Warrumbungle Mountains. The school has well maintained facilities set in a unique environment with natural beauty and open space. The school community takes pride in its environment. The role of the school in the community is very significant and is a respected community institution with 130 years of service to Tooraweenah and district. The dedication and commitment by staff, parents and interested community members ensures that a positive and enthusiastic approach is taken towards individual learning needs, ensuring that each student realizes his or her full potential. There is a strong focus on Literacy and Numeracy outcomes for students.

Principal’s message
This year marks 130 years of service by our school to Tooraweenah and the surrounding district. It was a great honour to start the year as the Relieving Principal, gaining the position substantively through Merit Selection midway through the year. With new leadership came changes, new expectations and new modes of operation and administration. There is more to running a school than just the educational instruction of its students. We have entered an era of increased expectation and accountability as the DEC puts into place new reforms and structures including the gradual implementation of national curriculum across the Key Learning Areas. At a local level there was also a shift in priorities from those previously listed in the school’s 2012-2014 School Management Plan. The school’s behaviour management policy was reviewed and updated as was the awards scheme so that now it is an ongoing entity from Kindergarten to Year 6 inclusive rather than a year by year system.

If a school caters for four main areas- the academic, sporting, cultural and the spiritual, (not necessarily in a religious sense) but personal integrity, values and character and all of the components that go to make up school tone – then it is well on the way to being successful. During 2014 the staff at our school has provided a balance between all four aspects and this is reflected in our students on a daily basis. We have had a very successful year where our students have been involved in many learning activities. Some of these have been listed in other sections of this report.

The spirit of cooperation between staff, students, parents and the extended school community was particularly evident in the organisation and implementation of large events such as the Tooraweenah Centenary Ball, Tooraweenah Centenary Show and the hosting of the Public Speaking-Poetry Day. As a school community we should all be very proud of our roles in the provision of human and physical resources that contributed in no small part to the success of these and many other school activities. These cemented our place as a leader in community based activities within our area.

During the year the students were encouraged to actively “Pay Forward”. The school won $1000 in a competition and rather than spend it on themselves chose to contribute funds to Biggest Morning Tea (Cancer Council), support local policeman Howard Jones in cancer fundraising, Cystic Fibrosis (Crazy Hair Day), Stewart House, through Wear Western Days 1 and 2 and Bandaged Bear Day. They are to be commended on their philanthropy.

Resources were purchased to update facilities and replace failing equipment due to age and general wear and tear over the years.

These included:
- a new rainwater tank at the front of the school attached to the library.
- activation of our 28 panel solar electricity system.
- split system reverse cycle air conditioners in two classrooms, the administration office and the library.
- a new pump
- Cleaning and maintenance of the computerized watering system.
- New high capacity 25 year guaranteed hoses
- Sprinklers, plants, fertilisers and gardening tools and brooms- new gardens were established.
- A new “Frontrow” portable sound system.
- A new pressure cleaner for grounds beautification and gutter/drainpipe cleaning.
- A new zero turn Toro ride on mower.
- Disposal by tender of the P and C trailer which was no longer used.

The gas system was turned off and the school
went to bottled water under a DEC directive.
Our funding and staff entitlement will be reduced in 2015. For several years the school has had the benefit of extra funding under National Partnerships. This is no longer the case. Our funding is based on student numbers. One component of funding is based on the income and educational levels of parents of students at the time of their child’s enrolment. We are a two teacher school but with budgeting strategies, the support of the school community and internal organization, have had 3 teachers for over 30 years. We will have three classes in 2015. Low student to teacher ratios are a feature of our school and its successes.

The staff at Tooweenah is exceptional. The teachers are truly dedicated professionals. In the office we have the same dedication and support. We enjoy support from all sectors. Thank you to everyone who is a stakeholder in our school. Special thanks to the P&C for its support throughout the 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.

Colin Hare Principal

P&C President’s message

It is a pleasure to be able to present this year’s report for the Tooweenah P & C. The role of the P&C in the school is to provide a way for parents to contribute to the life of the school. Times are changing. More families have two parents working. It often falls to a small, merry band of parents to keep the meetings on track. Even so, we have had to cancel a few meetings this year due to lack of numbers. I understand that in a small community we are all called in many directions. My thanks go to Mel Peart for her role as Secretary, Karen Smith for her role as Treasurer and to everyone who has come along to meetings throughout the year.

Many people only know the P & C as fundraisers, but we are much more than that. As a parent body, our role is to work with our educators, advocate on our children’s behalf, maintain education that is uncorrupted by corporate entities, lobby our governments for a better deal for our children, and of course to fundraise. Our major events in 2014 included;

- Running the canteen at the Tooweenah Centenary Show.
- Participating in the interview process for school principal.
- Catering for the Public Speaking Day and school carnivals.
- Running the canteen at the school.

At these events, we have enjoyed the support of many of our school families. Special thanks to Kylie Moppet and Sonia Bonham for coordinating catering for the Public Speaking Day. This was a huge job and they were supported by all the school families on the day. The number of parent helpers is too many to name, but I would like to express my gratitude to you all.

As is tradition, we ran the canteen at the Tooweenah Show and what an awesome show it was. Once again we had great support from the school and wider community, with Kylie Moppet even gifting us two handsome young backpackers for a few hours. I must make special mention of Mrs Jenkin and Mrs Smith, who not only worked as teachers, setting up and pulling down the school display at the show, as choir leaders, but also jumped behind the canteen, and helped out the P&C. The willingness to go above and beyond their job description, is what makes our teachers so special. Bindi Hailing and Mel Peart took on the job of children’s novelties to avoid galloping horses to help run one of the events that made the Tooweenah show quite unique.

The funds raised have been used to support a range of services and items. The priorities for these purchases were identified at P&C meetings, in conjunction with the school staff. They included

- Bus transport to the swim scheme
- Large contribution to Canberra excursion to help make this financially accessible to all families.
- Data projector for the senior classroom
- Book resources for the infants room
- Support for cultural excursions.

With the support of Ashley Starr as Canteen Manager, we have been able to provide a canteen service one day a week. I would like to say a big thank you to Ashley and to the parents and volunteers who worked in canteen. The lack of parent helpers available on Mondays, brought about the need to trial a change of day to run canteen on Fridays. Thank you to the school leaders who have hopped in and helped serve during the busy morning tea rush. Great practise for your Maths, and a taste of community service.
This year the P&C supported the involvement in a group of small schools including Quambone, Carinda and Marra Creek. We joined with these schools to form the Small Schools Hotshots team, and the Small School’s Barbarians Rugby League Team. A successful submission to Fletchers has seen them sponsor the geurnseys for the boy’s teams and we have combined with other small school P&Cs to fund the girl’s netball uniforms. This gave our children the chance to participate in tournaments that we would otherwise not have the numbers for and to make new friends as well.

The generosity of families is evident in our clothing pool. I invite you all to take advantage of this great resource as you prepare for the 2015 school year.

Financially, we carry a surplus into 2015 and the priorities for utilizing these funds will be discussed at P&C meetings in 2015.

The job of the P&C at Tooraweenah has been made easy by the wonderful teaching and leadership of our school provided by our teachers, administration and support staff. Special thanks to Mrs Imrie and Mrs Horwood for their wonderful administration. They help keep us on track, help us disseminate information to the school community and we would be lost without them. The year started with Mr Hare being appointed as Relieving Principal and sees the year ending with his appointment as the Principal. I would like to take this opportunity to officially welcome him to this position. We look forward to seeing him continue to develop our school’s strong standing in the community and foster the high level of education to which we all aspire. As we move into 2015, the big news on the horizon is the turmoil over Federal funding of schools and the State Government’s proposed Education Reforms, including the reclassification of Principals. Both of these will affect Tooraweenah Public School. We will remain committed ensuring that the parent body is informed throughout this process. We will, at all times, advocate for changes that lead to improvement for our school, and not to downgrading it.

There is a famous saying that says “It takes a village to raise a child” and nowhere is that more evident than in our little village. It is the contribution of so many of our community to our school that gives our children so many opportunities. I would like to express thanks on behalf of the P&C to

- Petria Cameron who volunteers her time as our librarian and scripture teacher.
- The CWA hosts and judges in the Country of Study projects.
- The Tooraweenah Show committee for giving our children the opportunity to perform in front of a crowd of 1000, and the opportunity to display their talents in the pavilion.
- Our school patrons, who take an interest in our children’s education and give our children a sense of the important place their school has in our community.
- Our bus drivers who drive our children safely to and from school. This year we have welcomed Craig and Robin Dowsett. They have quickly become a part of “Team Tooraweenah”.

I would like thank all our volunteers and invite you all to continue to be involved in your P&C in 2015.

Catherine Peart
President
Tooraweenah P&C

Student information
Our school enrolment experienced fluctuations during 2014 ranging between 29 and 32 students. Three stage classes operated for four days each week, while Friday operated as a K-2 class and a 3-6 class. For 2015 our anticipated enrolment is 28. In 2015 an Extended Transition program for preschoolers to Kindergarten is planned for each Monday starting in Term 2, giving prospective students and parents the opportunity to see what our school has to offer should they enrol in 2016.

The students of Tooraweenah Public School have a positive approach to learning. Success for all students is an expectation and individual differences are not only accepted but also respected. Through a variety of learning opportunities and high expectations, each student is encouraged to achieve their best, academically, emotionally and socially.

Student enrolment profile
Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

At one point the actual enrolment was 32. Interstate and intra-regional transfers saw four students leave the district. We gained two but they later returned to their previous school. For 2015 the anticipated enrolment will be 28 with the transfer of two 2014 students to other schools.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td>1</td>
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<tr>
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<tr>
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<tr>
<td>5/6</td>
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<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
</tr>
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</table>

We recorded the best attendance results in five years. From 2015 there are no exemptions for overseas trips or family holidays that have traditionally been made by rural and remote families within school term.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Teaching Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>Volunteer</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
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<tr>
<td>Total</td>
<td>8</td>
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</table>

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>
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Student attendance profile

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<tr>
<th>School</th>
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<th>2013</th>
<th>2014</th>
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<tr>
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<td>93.8</td>
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<td>89.9</td>
<td>95.3</td>
<td>95.1</td>
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<td>95.2</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>94.4</td>
<td>91.1</td>
<td>96.3</td>
<td>94.4</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>92.2</td>
<td>95.0</td>
<td>94.7</td>
<td>96.2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td></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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>40394.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>61673.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58947.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12079.54</td>
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<tr>
<td>Interest</td>
<td>1392.22</td>
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<tr>
<td>Trust receipts</td>
<td>1458.35</td>
</tr>
<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>135551.08</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  Key Learning Areas   17519.64
  Excursions           11061.86
  Extra-curricular dissections  777.64
Library                603.17
Training & development 140.00
Tied funds             53185.38
Casual relief teachers  617.64
Administration Boffice 21694.15
School-operated canteen 0.00
Utilities              10789.10
Maintenance            7264.88
Trust accounts         1458.35
Capital programs       16450.00
Total expenditure       141561.81
Balance carried forward 34383.93

A full copy of the school’s 2014 financial statement is tabled at the Annual General Meeting of the Parent’s and Citizen’s Association in February each year. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 – Literacy and Numeracy
Tooraweenah Public had three students sit the Literacy and Numeracy tests this year. Privacy regulations do not allow us to release results that could identify individual students. Results from these tests have been analysed for each student and will be used to help determine strategies for improvement on an individual basis.

NAPLAN Year 5 – Literacy and Numeracy
Tooraweenah Public School had three students sit the Literacy and Numeracy tests this year. Privacy regulations do not allow us to release results that could identify individual students. Results from these tests have been analysed for each student and will be used to help determine strategies for improvement on an individual basis.

Percentage of Year 3 students achieving at or above minimum standard.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives – Policy and equity funding
Tooraweenah Public School provided students with a number of programs to offer stimulating and different pathways of learning. They included:

- Learning assistance for targeted students.
Apart from individual differentiated content the
school employed a Learning Support teacher for one day per week to work individually with targeted students to develop knowledge and skills in Literacy and Numeracy.

- Reading Eggs - Literacy
- Mathletics – online teaching and assessment of Mathematics.
- Spellodrome - Literacy
- All Years 3-6 students participated in ICAS English and Mathematics.
- Jetsetter – Provides a wider audience of children’s work samples through a magazine circulated to member schools containing student profiles, stories and reports both imaginary and factual.

Other opportunities extended to student to engage them in a broad range of experiences including:

- For engagement and inclusivity the school reinforced a policy of “One in, all in” throughout 2014.

**Sport**

- Whole school (K-6) carnivals were held in swimming, athletics and cross country. Tooraweenah is one of only a few small schools that hold their own school carnivals. Most proceed directly to a combined small school’s day. Competitive sport in larger schools is restricted to Years 3-6.
- Dubbo District PSSA Small Schools Swimming and Athletics in Dubbo.
- Representation at Dubbo District PSSA and Western Area PSSA carnivals.
- Active After Schools Communities gala days for Soccer and Hockey/AFL.
- Active After Schools Communities each Monday afternoon.

**Culture and Community Involvement**

- Students performed at the Tooraweenah Lion’s Club Senior Citizen’s luncheon.
- Donations to Cancer Council(Biggest Morning Tea), Cystic Fibrosis(Crazy Hair Day), Careflight and Stewart House through days such as and Wear Western #1 and #2.
- Grandfriend’s Day
- ANZAC Day
- Remembrance Day ceremony
- Tooraweenah Centenary Show and Centenary Ball.
- CWA Country of Study – Botswana
- Scholastic Book Fair

**Links with network and like schools**

- The school hosted a highly successful Baradine Public Speaking (Poetry) Day.
- Swimming program with Eumungerie P.S.
- Hosted Gwabegar and Baradine schools for 3 day Canberra/Snowy Mountains trip.
- Rugby 7’s at Warren with Western Plains small schools.
- Linked with small schools for Netball and Rugby League at Coonamble.
- Small Schools netball - Coonamble

**Excursions/Visitations**

- Years 3-6 to Canberra / Perisher snowfields.

**Aboriginal education**

Aboriginal perspectives are incorporated across the curriculum in all teaching and learning programs. The learning needs of all students are addressed through the identification of individual needs. Support is given through focused learning in small groups for Literacy and Numeracy programs across the school.

**Multicultural education and anti-racism**

Tooraweenah Public School strives to be an inclusive school community and strives for a racism-free learning and work environment. It encourages students to develop an understanding of cultural, linguistic and religious differences and includes explicit teaching in the context of their learning units. Cross cultural studies are taught through units of work in Human Society and Its Environment. We are aware of our responsibility to help prepare students for a multicultural Australia and actively promote tolerance, the appreciation of differences and understanding of cultural values.
School planning 2012-2014:

School evaluation processes

Progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student’s earning and performance.

Strategies to achieve outcomes in 2014

- Determine opportunities for the coordination of shared professional learning for teachers, parents and community members.
- Implementing IT priorities to enhance student learning and teacher professional development.

School priority 1

Literacy/Numeracy

Outcomes from 2012-2014

- To have students achieve expected growth in Year 5 and Year 7 in Reading and Numeracy in NAPLAN in 2014.
- All students achieving individual learning goals in relation to stage outcomes in Literacy and Numeracy.
- A consistent whole school approach for the teaching of Literacy and Numeracy.

Strategies to achieve outcomes in 2014

- 3 classes with low student/teacher ratios.
- Continuation of small group instruction.
- Employment of a Learning and Support teacher for targeted students K-6.
- Utilizing teacher’s aide in intensive one on one engagement.
- Purchase of NAPLAN specific texts for Years 3-6 for literacy and Numeracy (all strands)
- Formal training of 2 staff members in the Literacy and Numeracy continuums.
- Mapping of student growth against the Literacy and Numeracy continuums.

School Priority 2

Quality Learning and Assessment

Outcomes from 2012-2014

- To strengthen teacher capacity in raising student expectation and performance in writing.
- Continued use of innovative technology to enhance learning.
- Strengthen engagement of all key stakeholders.

Strategies to achieve outcomes in 2014

- Coordination of individual and shared professional learning for teaching staff.
- Purchase and utilization of NAPLAN style assessment tasks for Literacy and Numeracy.
- Analysis of NAPLAN results and SMART data. Pedagogical adjustments as required.
- Differentiation to allow for individual differences.
- Explicit teaching of problem areas as evidenced by 2013 NAPLAN results.
- Implementing IT priorities to enhance student learning and teacher professional development.

Educational and management practice

Staff members were involved in the analysis of:

- policies and programs
- Management plans
- Professional Learning Plans
- budgets
- meetings
- assessment information including classroom tests and standardized assessments, running records, BestStart and SMART data.
Professional learning

Staff participated in a variety of courses throughout 2014. Two staff attended formal training about the Literacy and Numeracy continuums that were missed in late 2013. Mrs Smith undertook training in Jolly Grammar as an extension of Jolly Phonics training. The Principal and teachers attended courses according to their individual learning needs in order to support student learning and address school targets. The Principal attended numerous information and development courses involved with the changing directions and policies within the DEC under “Local Schools, Local Decisions’ reforms including the new Resource Allocation Model, the future rollout of LMBR and the physical restructuring of the Department of Education and Communities.

Parent/caregiver, student, and teacher satisfaction

Throughout 2014, the school sought the opinions of parents, students and teachers about the school. There was a change of principal this year initially in a relieving capacity and later substantively under Merit Selection. The school was nearing the end of the 2012-2014 planning cycle. On several occasions throughout the year, opportunities were provided for members of the school community to make positive, negative comments and constructive suggestions about the management of the school, performance of the principal, levels of satisfaction with curriculum delivery. Overall school tone, including uniform, behaviour, engagement levels, participation in extracurricula activities and student behaviour were under the spotlight.

- Written responses by parents were limited in number, to any questionnaires and opportunities to make comment. There were, however, many informal verbal responses either delivered individually to staff members or in meetings and interviews with parents. In the main comments were positive and there was a general satisfaction with the school leadership and outcomes of programs across the school.

- Parents received individual copies of the draft 2015-2017 School Management Plan with the opportunity to make comments and any inclusions or deletions. As there were no formal or informal responses, it could be reasonably assumed that there was a general acceptance of the plan.

Future Directions
2015-2017 School Management Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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.

Colin Hare    Principal
Karen Smith   Teacher
Nadine Jenkin Teacher
Mary Imrie     School Administration Manager
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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:
