Our school at a glance
Toukley Public School is a dynamic, innovative school. It is a school in which academic excellence is valued, encouraged and enhanced, through quality teaching and learning, with the inclusion of modern technology, connected learning and current, innovative programs. We are at the forefront of learning and committed to encouraging our students to participate in a balance of learning experiences, including cultural, physical and social.
Parent involvement and the building of positive relationships within the school, and within the community, is highly valued and enhanced. We encourage parents to be active participants in our schools activities and value input in their child’s education.
Connected learning is a focus at Toukley Public School. With the addition of extra computers, data projectors, cameras, and interactive white boards (IWB) within the classrooms, we are making education through connected learning more easily accessible and attainable for all of our students.
We have a strong commitment to professionally developing our staff in order to best provide a comprehensive and relevant curriculum that is enhanced and enriched with current theory and practice, therefore ensuring our students are prepared for future challenges.

Students
There are 566 students enrolled at Toukley Public School in Preschool to Year 6. Kooloora Preschool runs two separate programs, a three day program and a two day program. Each program has an enrolment of 20 students.

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

Significant programs and initiatives
The school was involved in, or conducted a number of programs to give students extra educational support and enhanced learning outcomes throughout 2009.

These were:
- Priority School Program (PSP)
- Positive Behaviour for Learning (PBL)
- Best Start (Kindergarten)
- Language, Literacy and Learning (L3)
- Kindy Start
- Extension Maths (Year 1-6)
- Kindergarten and Year 1 Speech and Language Program
- Gifted and Talented Extension Programs (10 in total)
- Junior Red Cross
- Active After School Communities
- Breakfast Club
- Drug Education Program
- Norta-Norta (In Class Tutor Program)
- Australian Early Development Index
- Support Staff training in Mental Health
- Supporting Kids in Primary School (SKIPS) program
- Debating (PSP)
- Student Equity Forum
- Live Life Well @ School
- Premier’s Spelling Bee
- Premier's Reading Challenge

Student achievement in 2009
Students in Year 3 and Year 5 participated in the nationwide National Assessment Program Literacy and Numeracy (NAPLAN).
The Literacy component of the program tested student competencies in Writing, Spelling, Grammar and Punctuation and Reading.
The Numeracy component of this program tested student competencies in Number, Patterns & Algebra, Measurement, Data, Space and Geometry.
Principal's message
Toukley Public School is committed to lifting the standard of education in all of its many aspects. It is a school where students, staff and community work closely together in achieving the best outcomes for all students. We do this in a supportive, stimulating and challenging learning environment.

In 2009 we introduced Book Web into Years 3-6 to improve literacy standards, Best Start in Kindergarten and continued L3 (Language, Literacy and Learning Program) Preschool to Year One, as well as introducing the STARS and CARS comprehension program Years 1 to 6.

In Numeracy, we reimplemented Count Me In Too, continued with the Counting On programs and introduced the Priority Schools numeracy homework program K-4.

Being part of the Priority Schools Program significantly enhanced the programs at Toukley Public School and started to build valuable partnership within the school and the community.

The Annual School Report represents a snapshot of our school’s achievements and highlights, whilst reporting on the progress of our schools strategic plan.

Toukley Public School would not obtain the outstanding results that it does without the dedication and commitment of staff and the strong partnerships it shares with the community. The partnerships are demonstrated daily with parents and community members actively involved in a range of school programs and initiatives.

Throughout the year we receive enormous amounts of positive comments from visitors about the happy, welcoming and caring environment that permeates the school. It is a school where students respect their fellow students, the environment and the staff. Students are encouraged to constantly strive for excellence in all aspects of schooling.

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.

Narelle Armour, Principal

P&C message
The P&C’s role at Toukley Public School is to fundraise and contribute to our school in many ways, be it monetary or organising our parents for working bees around the school. This year we have had our regular fundraising events such as Mothers and Fathers Day Stalls and our bi-annual Dance-a-thon which have raised much needed funds. These funds were used to improve our school or assist in purchasing resources that are used directly in classrooms K-6. Some of the resources and items purchased this year include a reading scheme for Years 3-6, hands-on maths equipment and a new school sign.

Wendy Gilchrist and a dedicated group of volunteers plan and organise these successful fund raising events.

Our canteen is a P&C run canteen which depends solely on the generosity of our dedicated parents who give their time to help. Funds from the canteen are given to P&C each year to help with projects around the school. This year the canteen has given the P&C $5000 which is a fantastic effort.

Remember, whether it be P&C, teachers, parents or our wonderful local businesses, we are all working together to make our school the best it can be.

Ross Lord, P&C President
Student representative's message
Toukley Public School Student Representative Council has made a considerable contribution to the school this year.

Early in the school year, members of the SRC were chosen to participate in the Young Leaders Forum at the Sydney Entertainment Centre. The students came back from the Forum inspired and excited, and looking forward to making the most of the opportunities to lead in various areas of the school.

The 2009 captains, prefects and students in Year 6 have organised and run a number of fundraisers and competitions throughout the year. This included the very successful “Pyjama Day Disco”, in which students raised money by attending school in their pyjamas.

School leaders are also required to run weekly assemblies and special assemblies (including ANZAC Day and Presentation Day).

Bianca Wood and Jacob Corbett

Management of non-attendance
At Toukley Public School, we value the time students spend at school, understanding that absenteeism can markedly affect the quality of learning that students receive. We have put the following strategies into place to enhance the learning opportunities for all students.

- Identification of students at risk of high absenteeism by regular checks of rolls.
- Regular contact with parents via phone when students are identified by classroom teachers with a pattern of absences or 3 or more consecutive days absence.
- Referral to the Home School Liaison Officer (HSLO) if absenteeism becomes a concern for students learning outcomes.
- Newsletter articles outlining the importance of regular attendance for students.
- Newsletter articles to encourage notes to be sent from home to explain absence from school.
- Used classroom activities from “Celebrate Attendance” to make parents and children aware of importance of attending school each day.
- Classes with best attendance recognised at school assembly and the newsletter during “Celebrate Attendance” month (August).

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>304</td>
<td>269</td>
</tr>
<tr>
<td>2006</td>
<td>287</td>
<td>261</td>
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<td>2008</td>
<td>257</td>
<td>252</td>
</tr>
<tr>
<td>2009</td>
<td>264</td>
<td>269</td>
</tr>
</tbody>
</table>
Student attendance profile

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>1P</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1V</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>20</td>
<td>29</td>
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<tr>
<td>4/5K</td>
<td>5</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6B</td>
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<td>5/6C</td>
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<tr>
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<td>27</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>13</td>
<td>29</td>
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<tr>
<td>5/6L</td>
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<td>6</td>
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<td>25</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>11</td>
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<tr>
<td>5/6W</td>
<td>6</td>
<td>21</td>
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</tr>
<tr>
<td>KP</td>
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</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes
In 2009, class structure was based on parallel organisation and all classes catered for the full range of ability levels. Classes from Kindergarten through to Year 2 were kept as single grade groupings. All but two of the 3-6 classes were made up of students from two different year groupings, and were based on stage groupings with one class across the stage. The multicategorical class caters for 7 students with disabilities from Year 3 to 6.

The continuation of the State Government’s Class size Reduction Policy saw Kindergarten classes formed with 20 or less students. Year 1 classes were based on a maximum of 22 students and Year 2 with 24 or less students. These reductions are seen as beneficial to, and supportive of young students’ learning needs.
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>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Multicategorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Pre-School</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.75</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of RFF</td>
<td>1.050</td>
</tr>
<tr>
<td>Teacher of Mathematics (PSP)</td>
<td>0.9</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>7.162</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37.362</strong></td>
</tr>
</tbody>
</table>

Toukley Public School has three Aboriginal staff members working at Kooloora Preschool. These include the teacher, the School Learning Support Officer, Preschool and the school’s Aboriginal Education Officer.

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>97</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</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>
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</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>233 798.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>271 452.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>250 324.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96 840.81</td>
</tr>
<tr>
<td>Interest</td>
<td>9 711.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 843.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>641 173.19</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>51 049.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>23 364.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31 870.10</td>
</tr>
<tr>
<td>Library</td>
<td>390.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12 446.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>289 072.75</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>97 353.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>55 124.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>41 555.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 762.19</td>
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<tr>
<td>Trust accounts</td>
<td>14 935.32</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>638 923.80</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>236 047.41</strong></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
Our school has a strong commitment to creative and performing arts. These activities are important as they develop student’s self esteem, confidence and provide a well rounded school curriculum. Highlights of the 2009 program include:

Dance
Toukley Public School had two dance groups this year. The Senior Dance group numbered 18 students, and included girls and boys from Years 4 to 6. The group took part in the auditioning process for Star Struck 2009, and were successful in gaining a position in the final production at Newcastle Entertainment Centre. The dancers rehearsed in their lunch breaks and took part in two segments of the show, including the finale.

The Junior Dance group numbered 22 students, and included girls and boys from Years 1-3. This group took part in the Central Coast Dance Festival. Again volunteering time during lunch breaks to rehearse and refine the performances.
Many teachers, SLSO’s (School Learning Support Officers) and parent volunteers helped with routines, music, costumes and supervision.

Choir
The Toukley Public School Choir has regularly represented our school in 2009, with performances on the Central Coast and in Newcastle. Students in the choir were part of the Star Struck performance which was held at the Newcastle Entertainment Centre. The Toukley Public School Choir sang beautifully at the Central Coast Choral Festival, showcasing our school as a place where creative and performing arts are a positive and important part of the school curriculum.
Closer to home, the choir has been active locally, with performances at the local Christmas festivities as well as the All Access Park Opening at Canton Beach. They continue to do Toukley Public School proud with their sweet voices and impeccable manners.

Sport
Once again, Toukley was well represented on the sporting field this year. We have participated in a variety of PSSA knockout competitions. The sports we competed in this year were football, rugby league, netball, basketball, cricket, softball, tennis and touch football.
All three major carnivals (Swimming, Cross Country and Athletics) were held successfully as planned without complications due to the weather. As a result we were able to send three very strong teams to the Zone Carnivals, where many students experienced extraordinary personal achievements.
Unfortunately, the weather played havoc with the Zone Cross Country resulting in a much smaller team than usual attending. As a result of the carnivals we had a number of students representing Wyong Zone at the Sydney North Carnivals.

Students with excellent results were Cameron Catania, who was the Senior Boy Champion for the Wyong Zone for athletics, and Kallee Richardson, who competed at both the Sydney North Athletics and Cross Country Carnivals.
All students who represented Toukley this year in a sporting team at any level, continued to do us proud with both the level of competitiveness and sportsmanship displayed at all times.
None of this would be possible without the willingness of teachers to give up their time to coach and manage these teams as well as the vital contributions of parents, assisting with coaching support and transport.

Red Cross
This year saw the continuation of our Red Cross volunteers, with successful visits to the local nursing homes and local preschools. All Red Cross participants are keen to contribute to the local community by assisting where possible to enrich the lives of others, through helping with art activities, reading stories or developing and extending language skills. Victims of the devastating fires in Victoria were assisted by our Red Cross volunteers with donations of clothing, blankets and money from fundraising. The Red Cross students also made new friends in Dubbo and Japan, with a pen friends program. Our Red Cross volunteers took part in a Social Inclusion study conducted by Macquarie University, which looked at the positive impacts of recycling in our community.

Other

Excursions:
Toukley Public School students have had many opportunities to participate in one day excursions that are directly related to the Human Society and Its Environment or Science and Technology units being studied. These include visiting:

- Oakvale Farm (Kindergarten)
- Camp at Point Wolstoncroft (Yr 4)
- Imax and Australian Museum (Yr 5/6)
- University of Newcastle (Yr 6)
- Restaurant Visit (5/6C)
- Sydney Aquarium (Yr 2)
- Australia Walkabout Park (Yr 1)
- Girrakool and Bulgandry Cultural Visit (Year 3)

Year 4 Camp
During Term 2, Year 4 students and teachers spent five days at Point Wolstoncroft Sport and Recreation Camp. The students were challenged with many outdoor activities which encouraged problem solving and teamwork. Participation in rock climbing, canoeing and abseiling gave all students a chance to experience new and exciting experiences, as well as having a lot of fun.

Year 6 University Visit
At the beginning of Term 3, Year 6 visited Newcastle University, Callaghan Campus, with their parents, class teachers and several teachers from Gorokan High School as part of the Making Educational Goals Sustainable (MEGS) Program. On the bus students and parents were asked to complete a survey regarding their educational and career aspirations. Students were given an extensive tour of the university and met academics, visited science labs and gained a true feel for the vast size of the campus. The students and parents found the trip to be extremely worthwhile and many had not realised that universities were so exciting and diverse.

Kindergarten Excursion – Oakvale Farm
In Term 4, Kindergarten travelled to Oakvale Farm. Students had studied how things grow and change which was part of their science unit, and were then able to get hands-on experience of baby animals at the farm. Students got to feed the lambs, milk a cow and engage with a variety of animals on this day long visit.
Year 2 Aquarium Visit
A visit to the Sydney Aquarium proved to be a popular event for Year 2 students. With the wide range of marine animals and plants at the aquarium, students were able to get a first-hand look at many interesting specimens, and ask questions of the aquarium staff. Students were asked to reflect on our impact on the ocean and ways in which people can preserve and protect this important part of our world.

Year 1 – Australia Walkabout Park
In Term 4, the Year One classes visited the Australia Walkabout Park. The students interacted with native Australian animals, experiencing close-up contact with mammals and reptiles. The ranger was happy to share his knowledge about our native animals and of the importance of protecting them. The excursion was undertaken as a part of the science unit “What's Alive” studied by the students in Term 3.

Year 3 – Girrakool and Bulgandry
Students from Year Three were given the opportunity to experience some Aboriginal culture when they travelled to local significant sites. The Year Three students sampled some traditional Aboriginal bush tucker and were able to see how families lived in the past.

Academic
In the National Assessment Program, the results across Years 3, 5, 7 and 9 in 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
Sixty seven Year 3 students sat the literacy component of the (NAPLAN) National Assessment Program Literacy and Numeracy. There was one exemption sought.

- Overall literacy results for boys was above state average, showing that current teaching and learning practices in literacy are meeting male students needs.
- Overall literacy results for girls showed a slight drop in skills, highlighting an inequity in teaching and learning access for girls as compared to boys.
- Aboriginal students’ results showed a substantial improvement across all areas in literacy when compared to other Aboriginal students’ results across the region. However, the focus for learning needs to be on writing, spelling, grammar and punctuation to further improve these results.
### Percentage of students in bands:
#### Year 3 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

**School average 2007 - 2009:**
- 0%

**LSG average 2009:**
- 0%

**State average 2009:**
- 0%

### Percentage of students in bands:
#### Year 3 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
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<tr>
<td>3</td>
<td>15%</td>
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<tr>
<td>4</td>
<td>20%</td>
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<tr>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

**School average 2007 - 2009:**
- 0%

**LSG average 2009:**
- 0%

**State average 2009:**
- 0%

### Percentage of students in bands:
#### Year 3 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
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<td>2</td>
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<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

**School average 2007 - 2009:**
- 0%

**LSG average 2009:**
- 0%

**State average 2009:**
- 0%

### Percentage of students in bands:
#### Year 3 grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
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<tr>
<td>4</td>
<td>20%</td>
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<tr>
<td>5</td>
<td>25%</td>
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<tr>
<td>6</td>
<td>30%</td>
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**School average 2007 - 2009:**
- 0%

**LSG average 2009:**
- 0%

**State average 2009:**
- 0%
Numeracy – NAPLAN Year 3
Sixty seven Year 3 students sat the numeracy component of NAPLAN. There was one exemption sought.

- Numeracy results for boys showed a significant increase to well above state average.
- Numeracy results for girls showed a decrease to slightly below state average.
- Aboriginal students’ results showed a substantial improvement across all areas in numeracy when compared to other Aboriginal students’ results across the region. Teaching and learning programs will focus on measurement, number, space and geometry to further improve these results.

Literacy – NAPLAN Year 5
 Eighty two Year 5 students sat the literacy component of NAPLAN. There were no exceptions sought.

- Boys made an improvement in literacy skills between Year 3 (2007) and Year 5 (2009), but were still below state level.
- Girls results were well below state level, demonstrating teaching and learning programs to address specific needs are required.
- Aboriginal students showed great improvement across all aspects of literacy, when compared to Aboriginal students in our region, however they still remain below state average when compared with non Aboriginal students.
- The number of students achieving Bands 7 and 8 were significantly lower than state average in reading, spelling, grammar and punctuation.
Average progress in reading for matched students*

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<tr>
<td>School</td>
<td>67.4</td>
<td>70.7</td>
<td>80.9</td>
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<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
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<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
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Numeracy – NAPLAN Year 5

Eighty two Year 5 students sat the numeracy component of NAPLAN. There were no exceptions sought.

- Both girls and boys results showed great improvements compared to their Year 3 (2007) results, however they remain just below state level.
- Both boys and girls performed well in the areas of measurement, space, data and geometry.
- The number of students achieving Bands 7 and 8 were significantly lower than state average in numeracy, number, patterns and algebra.
Progress in Literacy

Average progress in reading between Year 3 and Year 5

Progress in Numeracy

Average progress in numeracy between Year 3 and Year 5

Average progress in writing for matched students*

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<tr>
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<tr>
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<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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Toukley Public School
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

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<tr>
<td>School</td>
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<tr>
<td>LSG</td>
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<td>80.1</td>
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<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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### Significant programs and initiatives

#### Priority Schools Program

The Priority Schools Program (PSP) provided funding for Toukley Public School to develop and implement additional quality programs to enhance student outcomes, provide access to professional learning opportunities for staff, as well as increase parent participation.

In 2009 the priorities were:

- improving reading and comprehension skills through the provision of more quality reading resources;
- additional support staff to provide assistance to teachers when implementing comprehension programs;
- professional learning for Kindergarten teachers in the implementation of the Best Start program and ongoing network support;
- support teacher assistance in Kindergarten classes to raise literacy levels;
- involvement in a holiday reading program to assist students to maintain reading skills;
- an additional teacher to implement an intensive maths program in Years 1-3 and
- a speech and language program targeting students with speech and language difficulties in the first year at school.

### Average progress in numeracy for matched students*

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<tbody>
<tr>
<td>School</td>
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<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<tbody>
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<td>Reading</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td></td>
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</table>
The achievements gained by these programs include:

- an increase in quality reading resources available to teachers for reading in the classroom;
- comprehension skills learning and practice specifically timetabled into teachers programs and completed by trained staff;
- a smooth transition of the Best Start program into the school and ongoing professional learning for Kindergarten teachers. This included successful network meetings that allowed the sharing of teaching ideas, program development and website support;
- 85% of Kindergarten students reaching regional benchmark targets in reading for 2009;
- an increase in skills of students in number, space and measurement and
- 90% of students exiting from the speech and language program reaching age equivalent standards by the end of Kindergarten.

**Best Start**

The Best Start Kindergarten Assessment Program was introduced into Toukley Public School in 2009. It is a set of tasks developed by the Department of Education and Training to give Kindergarten teachers across New South Wales a common set of high quality assessment tools. Its purpose is to help the teachers gather information to guide the teaching of children in the first year at school. All Kindergarten teachers were trained in Best Start implementation prior to administering the assessment. All results were used to formulate quality teaching and learning programs for our Kindergarten students.

Kindergarten reading results for 2009 showed that 75% of our students achieved the minimum level of skill by the end of Term 3, 2009.

**Positive Behaviour for Learning (PBL)**

Launched in 2009, Positive Behaviour for Learning (PBL) has made an impact on the overall behaviour and tone of the school.

Students have begun looking more closely at our three school rules:

- Care
- Courtesy
- Cooperation

Students are being rewarded for showing positive behaviours towards themselves, each other, staff and other adults within the school.

While the PBL program is still in development, the positive impacts can already be seen within the school with more settled behaviour in the assemblies and when students are moving around the school.

**Aboriginal education**

The school implements programs that support our Aboriginal students and educate and inform all students and staff about Aboriginal history, culture and contemporary issues.

Programs of significance in 2009 were:

**Personalised Learning Plans**

Personalised Learning Plans (PLP’s) are cooperatively developed between class teachers, parents, students and a member of the school executive, and include targets and goals for the school year in literacy and numeracy. PLP’s also identify a cultural goal to enhance students understanding and involvement in cultural activities within the school.
Innovative, Dynamic Learning Community

PLP’s are regularly reviewed throughout the year, with twice yearly contact either by personal interview or phone call.

Norta-Norta Program
This program was implemented to raise the literacy levels of Aboriginal students that did not meet the National Benchmark levels. Kelly Happ, (Aboriginal Teachers Aide) worked with students on specific strategies to enhance current skills and develop new literacy skills.

Naidoc Week
NAIDOC Week was celebrated with a whole school assembly, as well as class activities. Each class participated in music, art and physical education activities. Classes were provided with a pack containing Aboriginal and Torres Strait Islander songs, with lyrics and actions. Teachers were also given a glossary to assist understanding unfamiliar words contained within the songs, helping to extend all students appreciation and understanding of Aboriginal culture.

During NAIDOC Week, students also participated in an Aboriginal sports day. All students P-6 rotated through stations where they were able to experience Aboriginal and Torres Strait Islander games.

NAIDOC celebrations culminated in a whole-school assembly which showcased the Dance Group and the Didge group, as well as a delightful performance from the students from the preschool.

Toukley Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal people, and developing these same understandings in our students in sensitive and relevant ways.

Cultural Awareness for Staff
The staff at Toukley Public School has been actively engaged in building awareness of cultural issues within classrooms as well as for professional development. The activities carried out during the year have culminated in a visit by a guest speaker to engage the staff in cultural issues discussions. This was followed by an Aboriginal Cultural Walk to the Bulgandry and Wahwee engraving sites and the Moonee Moonee Aboriginal site.

Multicultural education
The Cultural Diversity and the Community Relations Policy; Multicultural Education in Schools and the Anti-Racism Policy requires schools to report on their achievements in multicultural and anti-racism education in their Annual School Report.

- Harmony Day was celebrated in March with students arriving to school dressed in orange, which is the colour adopted by the Harmony Day organisation.
- Students took part in a public speaking event during K-2 and 3-6 assemblies, expressing how they feel about Harmony in our Community, which was the theme for Harmony Day, 2009.
- Completion of Anti-Racism lessons from Preschool to Year 6 to develop understanding, tolerance and empathy in students.

Respect and responsibility
Embedded within our school rules of Care, Courtesy and Cooperation is the ethos of respect and responsibility. Students take part in discussions and lessons that develop understandings and respect towards each
other, property and the environment. They build understandings of the importance of obeying school rules and the rights and opinions of others, as well as respecting the cultural diversity of our community.

**Other programs**

**Language, Literacy and Learning**
The Language, Literacy and Learning Program (L3) continued in 2009 for teachers of literacy in the early years of school. This program is aimed at improving the reading and writing outcomes for students in the first few years of school. Teachers are trained in using specific strategies to enhance the teaching of reading and writing. Kindergarten and Year One teachers took part in professional learning sessions which built upon knowledge and skills already implemented and consolidated in classrooms.

**Preschool**
Kooloora Preschool continues to present an enriching program for our youngest students. The preschool aims to develop skills in early literacy and numeracy concepts, as well as provide a safe and welcoming environment to develop social and physical skills. In 2009, students have been presented with a comprehensive program to develop early literacy skills and have been given regular reading and writing activities within the classroom. Many students can not only write their names but are able to read and write letters and simple words. In numeracy, students have learnt skills through games and counting activities. The emphasis is not only learning through play, but on quality activities that develop early numeracy strategies. Kooloora preschool’s involvement with the wider school community continues to be strong. Not only do the preschool students have regular visits to the main area of the school, but are regularly part of any special activities. The students took part in the NAIDOC Week celebrations where they participated in the traditional Aboriginal games, produced artworks and danced at assembly. The preschool students were involved in the opening of the Multi-Access Playground at Canton Beach, and had visiting elders sharing stories and Aboriginal lore.

**Multicategorical Class**
The Multicategorical Class provides a caring, supportive and enriching environment for 7 students. The class caters for students from Years 3 to 6 and provides theme-based Life-Skill lessons. All students use Individual Learning Plans to target their specific areas of need, and work closely with the teacher to achieve set outcomes. The class has been involved with all the activities within the school, including assemblies, dance, Life Education, swimming scheme and sports carnivals.

**Extension Programs**
A wide variety of extension programs were offered to students in 2009. These ranged from drama lessons, Cine literacy and languages and philosophy to mathematics, public speaking and debating. Teachers who have particular skills or interests in specific areas conduct these programs for our students. Students also had the opportunity to enter writing competitions through our connection with the Priority Schools Program (PSP). Students were asked to write a narrative or poem for inclusion in these competitions. Jonty Wood secured second place in the regional writing competition. Jonty attended the PSP Young Writers Camp, along with Mary Cornish and Blake Sherry. These students were given the opportunity to extend their creative writing skills with a professional writer.
Kindy Start
Kindy Start is a ten week orientation program for children beginning school in 2010. Since its introduction in 2007, the program has gone from strength to strength and continues to be popular with the local community. Preschool students are given a good introduction to the expectations of starting formal schooling during the Kindy Start program. Students visit classrooms and take part in learning opportunities that are relevant to the transition to school. They become familiar with the playground and the classrooms K-6, as well as forming new friendships with peers.

Progress on 2009 targets

Target 1
School based and state wide assessment analysis data software and follow up procedures are used for whole-school planning and numeracy teaching.

Our achievements include:

- whole school implementation of assessment folders to ensure all teachers have access to a K-6 assessment format and accurate assessment information;
- regular triangulation of data K-6 to measure student progress;
- visits from regional personnel to in-service selected staff on interpreting NAPLAN data, then subsequent staff meetings to disseminate information;
- consistent reflection and revisiting of data and student progress through class programs and
- assessment tasks for students have been reviewed and improved to reflect multi-stage outcomes.

Target 2
Improved literacy outcomes for all students through consistent and systematic implementation of programs and assessment.

Our achievements include:

- inclusion of assessment folders in each stage to ensure matching of assessment tasks to curriculum;
- programs are arranged around 5 week teaching blocks that require teachers to reflect on prior learning, then develop teaching and learning experiences to consolidate skills and encompass new learning;

Breakfast Club
Breakfast Club continued to run each morning with a dedicated group of volunteers. It is available to all students and provides a healthy breakfast for those wishing to “top up” before school starts. Breakfast Club is also a time for students to socialise, make new friends and share conversations with each other and the adult volunteers. All Breakfast Club foods are provided by the Red Cross and local companies. Their support is greatly appreciated by both students and teachers alike. In 2009, the Breakfast Club has added computers to assist with homework to further support student learning.
• whole school writing tasks are conducted in Semester 1 and 2 which identify areas of specific need in writing. Students are given pre- and post-tests in order to measure achievement;
• teachers are encouraged to program collaboratively within grades and stages in order to maintain consistency, and ensure high expectations are expressed to students and
• teachers review teaching and learning programs and assessment tasks using Consistent Teacher Judgement (CTJ), allowing consistency in presentation of activities and marking of assessment tasks across grades and stages.

5/6W were involved with an interactive Moodle Program which involves online contact with another local school. Students communicate via emails and blogs, and share digital stories, sound grabs and completed work over the internet.

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 Mathematics, Quality Teaching and Welfare (PBL).

Educational and management practice

Mathematics

Background
With results that sat marginally below state average for NAPLAN assessments 2008 and 2009, the school is committed to raising mathematics results K-6. The staff were involved in review of a Mathematics Matrix to plot where the school sits according to a set of criteria and teaching programs have been formally assessed. Parents were also asked for feedback on the maths parent sessions.

Findings and Conclusions
• 72% of teachers were committed to making numeracy a priority in Years 2-6 leading to a change in the learning time that Mathematics takes place;
• 89% of parents surveyed believe the provision of hands-on information nights and practical suggestions through newsletter articles, was beneficial to their understanding of maths. Parents felt more able to assist with their child’s homework;
• 98% of survey participants believed collection of data pertaining to maths assists with the programming directions for future learning;
• 85% of teachers surveyed indicated a desire to extend their own knowledge of maths, and receive further Professional Development in maths.
skills, especially in relation to Information Communication Technology (ICT) and

- 100% of teachers surveyed felt that purchasing or making quality maths and numeracy resources for classroom use enhanced current teaching practices.

Future Directions

- A uniform approach to teaching maths Years K-6, requiring all teachers of classes in this range to timetable maths for a set period of time per day.
- Regular time allocated during meetings of teachers to discuss and reflect on maths teaching and data collected to more effectively plan for future learning.
- Development of a refined scope and sequence in all strands of maths (K-6). The introduction of the Targeted Numeracy Teaching program into the school, providing training and professional development for teachers K-2 and support staff.

- The development of programming proformas for teachers to use to ensure consistency across all grades and stages.
- An increase of 10% in the number of students achieving in the highest two bands of the NAPLAN assessment in both Years 3 and 5.

Positive Behaviour for Learning

Background

The school sought opinions on the Positive Behaviour for Learning Program (PBL). Staff, PBL personnel and students took part in the survey and focus groups.

Findings and Conclusions

- 100% of students showed an awareness of the school rules, but did not always use the words
  - care
  - courtesy
  - cooperation
- 60% of staff regularly taught, and reflected on, our school rules with students, resulting in raised awareness of the behavioural expectations within the playground and classroom.
- A positive reward system is in place within the playground and classrooms, however is only accessible to 60% of staff to administer.
- A system for dealing with problem behaviour is in place. Sixty percent of teachers are aware of procedures and are able to access these when required.

Future Directions

- The Positive Behaviour for Learning program is to continue to be one of the priorities in the school.
- An action plan developed by the PBL committee in consultation with staff will be implemented throughout the school.
- Explicit lesson plans will be developed to ensure all students and all staff teaching and non teaching are aware of the three school rules and have an understanding of what each rule means.
- Explicit lessons will be made available to 100% of teachers to ensure all
students are taught the expectations of our three school rules in a consistent manner.

- A Record of Student Contact (RISC) analysis carried out every 5 weeks and reviewed by the PBL team, school executive and presented to staff.
- All staff, including non teaching staff, have access to the positive reward system.
- All staff, both teaching and non-teaching know the school rules and use the language associated with these rules.

Quality Teaching

Background
Along with the growth in student expectation, performance and results goes a similar growth in teacher quality. The Executive staff at Toukley Public School reflected on a Quality Teaching matrix and plotted our current position in regards to this and possible areas for development.

Findings and Conclusions
- 40% of staff are speaking in terms of engagement, high expectations, deep understanding and deep knowledge. However the language of Quality Teaching is not extensively used in the school;
- 95% of teachers are regularly engaged in opportunities to apply Consistent Teacher Judgement (CTJ) to assessment tasks;
- Professional dialogue amongst teachers reflects the language of Quality Teaching when speaking about student engagement, assessment and teaching and learning activities;
- 70% of staff do not differentiate teaching and learning activities for students;
- 75% of staff do not use data to assist with curriculum differentiation;
- 95% of staff do not present programs that reflect the highest levels of Quality Teaching and
- 100% of staff do not consider the Quality Teaching Framework when designing assessment tasks.

Future Directions
- Continued CTJ opportunities for teachers to review and develop assessment tasks that reflect differentiation.
- The expectation that school executive use the language of Quality Teaching when working with staff in whole school, stage or grade meetings.
- Collaborative programming to ensure stage teaching and learning programs are consistent and address aspects of the Quality Teaching Framework.
- The term of “explicit criteria” is used in classrooms so students are given an understanding of the requirements with which they are being assessed.
- Assessment tasks across the school are designed with the Quality Teaching Framework in mind and reflect a variety of assessment practices.
- The teaching and learning cycle is reinforced and continually used to drive curriculum planning and programming.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 89% of respondents were very happy with the layout and presentation of the weekly school newsletter.
- 100% of students reported they were proud and excited about being featured in the newsletter.
- Parents rated the most important aspect of the newsletter as the calendar, outlining the current and upcoming events.
- 76% of parents expressed a wish to have additional content in the newsletter outlining information on student homework and assessments.
- 92% of teachers agreed that the process to have items placed in the newsletter was efficient and accessible.
• 89% of parents were satisfied with newsletters being given to students to take home.

Overall, the general feeling is that the school newsletter is a valuable tool with which to communicate with parents and the community.

Professional learning

Areas for focus in the School Management Plan for 2009 were Literacy, Numeracy and Technology. The majority of Teacher professional learning occurred in these three areas:

• In numeracy, teachers were offered a number of opportunities in leadership and programming. Three teachers went to professional learning courses that enhanced knowledge across the mathematics strands of number, space, measurement, data, patterns and algebra. Efficient ways of programming were shared by the regional consultancy staff, and will be a focus for mathematics programming in 2010.

• Three Kindergarten teachers were trained in the implementation of the Best Start Assessment for 2009. All Kindergarten students were given the assessment in their first weeks at school.

• Kindergarten teachers also attended a writing workshop to develop the writing skills of students. Network meetings were arranged in order for teachers to share strategies and successes of students in their first year at school.

• In the area of technology, all staff received regular training in the use of interactive white boards (IWBS) both within the school and at regional level, attending the Technology for Learning sessions offered at various locations across the Hunter and Central Coast region. Skills gained in these professional learning sessions are used in classrooms K-6.

• The introduction of the Positive Behaviour for Learning program has enhanced the welfare outcomes for all students. Five teachers, including 3 executive staff, were trained in this program and form the basis of a committee that oversees the programs’ ongoing implementation in the school.

• The Priority Schools Program Equities Conference was a chance for four teachers, including executive staff, as well as one member of the SASS staff, to listen to and view the quality of education across the state. Staff attended a variety of lectures, workshops, demonstrations and performances.

• Teachers K-6 were trained in the use of the 2009 SMART 2 program, which is the most up-to-date analysis tool for data collection in NSW. This will assist teachers in the development and implementation of explicit literacy and numeracy programs K-6 in 2010.

• Professional learning was undertaken by a School Administrative Support Staff member on technology and change. This course provided current information on computer systems used in the office and the efficient use of these systems.

• Professional learning in leadership skills and management have been given to the school executive in areas of programming, team management and school based review procedures, in order to better address the needs of all students and teachers at the school.
School development 2009 – 2011

Targets for 2010
Target 1

Identification of students for specific extension programs in English and Mathematics, through the use of NAPLAN and school based data, in order to increase the number of students achieving in the higher bands.

Strategies to achieve these targets include:
- formation of extension classes in Stages 2 and 3, which will include students who are showing excellent or exceptional skills in the areas of English or Mathematics;
- regular assessment with commercial or school-based materials in order to track performance of students;
- programs reviewed and developed to ensure targeted students are being challenged. Programs and assessment tasks monitored every 5 weeks;
- staff being trained in the Targeted Numeracy Teaching Program (TNT) which will enhance and extend teachers knowledge and ability to successfully teach mathematics in the classroom;
- using a variety of quality resource materials to challenge students thinking skills and application of knowledge across all areas of learning and
- continued access to a range of extension activities offered by teachers for students to pursue specific interests and skills.

Our success will be measured by:
- accurate assessment information gathered to track student progress and identify future areas for learning;
- an increase of 10% of students attaining the top two bands in the NAPLAN assessments in Year 3 and Year 5;
- class teaching and learning programs reflect a higher level of activities completed by students targeted for extension;
- extension programs that are tailored to cater for the highest achieving students and
- the assessment tasks given to assess students learning show an increase in difficulty and include higher expectations from teachers.

Target 2

To improve writing outcomes for students through consistent programming procedures and data collection in order to identify and address writing needs for all students.

Strategies to achieve these targets include:
- all staff involved in identifying writing strengths and areas of concern from the NAPLAN data, as well as ongoing school-based data;
- development of focus areas for programming to address identified needs and areas for extension;
- the development of programming proformas to focus teaching and learning activities to specific areas of concern and areas for extension and
- the inclusion of regular pre- and post testing in writing across all stages. Pre-testing to identify the areas of need, while post-testing to reveal improvements made due to the teaching and learning undertaken.

Our success will be measured by:
- accurate assessment information gathered to track student progress and identify future areas for learning;
- an increase of ten percent of students attaining the top two bands in the NAPLAN assessments;
- all class teaching and learning programs reflect the higher level of activities completed by students targeted for extension and
- the assessment tasks given to assess students learning show an increase in difficulty and include higher expectations from teachers.
Target 3

To improve reading and comprehension outcomes for students through consistent programming procedures and data collection.

Strategies to achieve these targets include:

- regular collection of reading data, for teacher reflection during stage meetings. Concerns are identified and teaching and learning programs are developed to address identified areas;
- continued teacher training relating to matching students to text, especially for those in their first years to ensure accurate levelling of students in reading, using classroom materials, commercial benchmarking kits and teacher professional judgement;
- a systematic approach to teaching comprehension in Years 2-6, which involves specific timetabling for completion of comprehension activities;
- a consistent focus on the 3H strategy (here, hidden and head questions) for use in classrooms in order to develop students’ skills in areas such as inferencing and drawing conclusions and
- provision of more quality reading materials for classroom use, in order to give teachers a wider range of text to choose from when planning teaching and learning activities, which is especially important for students achieving at a higher level.

Our success will be measured by:

- accurate assessment information gathered to track student progress and identify future areas for learning;
- assessment tasks administered to students reflect the 3H strategy of questioning;
- an increase of five percent of students accurately answering the comprehension questions in NAPLAN;
- an increase of 10% of students attaining the top two bands in the NAPLAN assessments and
- all class teaching and learning programs reflect the higher level of activities completed by students targeted for extension.

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.

Narelle Armour - Principal
Narelle Baldwin – Assistant Principal
Maree Trigg – School Administrative Manager
Ross Lord – P&C President

School contact information

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School Code: 3250

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

http://www.schoo ls.nsw.edu.au/asr

Innovative, Dynamic Learning Community