2010 Annual School Report
Tower Street Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Tower Street Public School is a small school located in Panania.

The culture of our school is very positive and we strive ‘By Effort’ to give every child the best education.

Tower Street is a very busy school with lots of opportunities for students to excel in many different areas of the curriculum.

Values are imbedded in all aspects of our school curriculum and students and parents are very aware of the importance of these values in our school. Everyone is encouraged and rewarded for displaying these values each day.

Parents of the school are very supportive in all our endeavours. Regular P&C meetings are attended by both Parents and staff.

Our school community is very supportive and we continue to work collaboratively for the benefit of all our students.

Staff are very committed to quality teaching and learning programs. They provide excellent programs across all key learning areas. In addition staff are committed to providing many extra curricula activities. These activities include a broad range of opportunities in performing arts, sport, visual arts and gifted and talented programs.

Congratulations to all our students at Tower Street for their continued efforts and success in all areas of education. This success is acknowledged each year at our Annual Presentation Day where every child receives a ribbon in recognition of their efforts in a particular key learning area.

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.

Kim De Cean

P & C message

I am pleased to report that we have a regular group of interested parents & teachers who attend each P&C meeting, and we are seeing a few more parents starting to come along. Hopefully this trend will continue for the remainder of the year and I encourage all parents to attend the meetings whenever possible.

The P&C’s objective is to promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation. In doing this we are able to assist in improving the facilities and equipment at Tower Street Public School and raise our profile within the community.

Achievements:

In the past 12 months, several projects have been key in achieving our objectives, these include:

- Signing of a new agreement to take over the lease of the canteen;
- The continuing success of the Vegetable Garden program;
- Our inaugural Twilight Markets attended by many in the community;
- Several themed days at the School were organised by the Student Representative Council throughout the year, where they raised funds for specific appeals (eg – QLD floods appeal).

School Community:

We are very fortunate at Tower Street Public School to have such a great, dedicated school community who embrace the objective of making the school the best it can be, so that our kids can make the most out of their time at our school.

Acknowledgements:

There have been many special events held at Tower Street over the past year such as Education Week, Kindergarten Orientation, Meet the Teacher, Grandparent’s Day, Mother’s and Father’s Day stalls, Disco’s and of course the inaugural Twilight Markets. All of these activities add to the great community spirit at the school.

It is imperative to acknowledge and thank those people who have provided support to the P&C over the past 12 months.

Due to the Teaching Staff’s great attitude, the working relationship between the school and the P&C is very cohesive, and this allows us to undertake projects to ensure that Tower Street Public School continues to thrive.

On a personal note, I have really enjoyed my position as President of the P&C Association over the past year. Thanks to the great team that makes up the P&C Executive – working with a positive and
hands on group of people makes my role very easy!

We have two Sub-Committee’s within the P&C, being the Fundraising Committee and the Uniform Committee. Special thanks to all of the members of these Committee’s for the wonderful work that they do for our school. Your tireless support and effort is very appreciated and does not go unnoticed.

Thank you also to all of the parents who have assisted us in raising the much needed funds for the School and also the countless hours of your own time that you have given to support the many activities at the School.

I look forward to the remainder of 2011, as I know that the P&C has plenty of work to do, which will result in great outcomes for the school and its community.

Rodney Bryce
President P&C

Student representative’s message
Tower Street Public School’s SRC consists of the six prefects, two Year 6 representatives, four Year 5 representatives and two representatives from both Year 4 and Year 3. In addition there were four junior SRC members from Year 2.

SRC members conducted a daily ‘Uniform Blitz’ in their classrooms and recorded the results. Two members of the SRC were then responsible for collecting these marks and totalling them each week and presenting the winning class with the uniform shield in assembly. The SRC also continued to be responsible for assessing each class’s behaviour at daily assemblies and presenting the winning class with Winston the Tower Street teddy bear.

The SRC conducted a range of fundraising activities for different charities during 2010. These included a teddy bear day to raise money to buy toys for a student being treated for cancer, selling Juvenile Diabetes Australia merchandise, conducting a can drive in December with the food being shared between the local St Vincent de Paul’s Christmas hamper program and the John Franklin Christmas lunch and holding a ‘80s day to raise money for the Pakistan Floods. The SRC also fundraised for the Hope for Rwanda program and were very pleased to later welcome a local principal who volunteers with this program to our school to talk about his experiences in Rwanda. In addition the SRC promoted and supported Stewart House’s two clothing drives.

The SRC’s major activity for the year was a ‘Super Special Shopping Spree’. In this, paired classes conducted their own fundraising activities – which ranged from a crazy sock day to a mask making afternoon – and then went ‘shopping’ with this money in the Oxfam charity gift catalogue. In each set of classes the SRC representatives led an introduction to the campaign and helped organise a vote on what gifts to buy. In the end our Super Special Shopping Spree bought things such as goats, wells and even exercise books for less privileged families around the world.

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>99</td>
<td>100</td>
<td>119</td>
<td>103</td>
<td>97</td>
</tr>
<tr>
<td>Female</td>
<td>121</td>
<td>111</td>
<td>118</td>
<td>103</td>
<td>98</td>
</tr>
</tbody>
</table>

Student attendance profile

![Student attendance rates graph]
Management of non-attendance

Non-attendance by students is followed up by individual teachers. Regular Home School Liaison Officer visits are carried out with interviews with parents where necessary.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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/1K</td>
<td>K</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>K/1K</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>2/3J</td>
<td>2</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>2/3J</td>
<td>3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1/2A</td>
<td>1</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>1/2A</td>
<td>2</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

K-2 had stage classes due to numbers. Years 3-6 were able to have straight classes.

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>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.15</td>
</tr>
</tbody>
</table>

School Administrative & Support Staff 2
Total 13.25

Teacher qualifications

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

Enter text here

Qualifications % of staff
Degree or Diploma 100
Postgraduate 13

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010
Income
Balance brought forward 151 698.20
Global funds 97 910.38
Tied funds 56 761.07
School & community sources 62 358.16
Interest 7 449.42
Trust receipts 43 644.33
Canteen 0.00
Total income 268 123.36

Expenditure

Teaching & learning
Key learning areas 14 537.97
Excursions 23 782.27
Extracurricular dissections 22 443.31
Library 2 196.16
Training & development 11 721.41
Tied funds 61 468.96
Casual relief teachers 25 034.61
Administration & office 21 201.88
School-operated canteen 0.00
Utilities 28 502.84
Maintenance 8 710.31
Trust accounts 45 229.43
Capital programs 13 815.11
Total expenditure 278 644.26
Balance carried forward 141 177.30

A full copy of the school’s 2010 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 2010**

**Achievements**

**Arts**

The performing arts continue to be an integral part of school life at Tower Street Public School. Students are given many opportunities beyond the classroom setting to take part in choir, drama, dance and art.

The school has three choirs: infants, junior primary and senior primary. The primary choir performed at the East Hills Choral Festival; Primary Choral Festival; Primary Proms and the Schools Spectacular (for the 27th year).

The school has two dance groups. They performed at the Bankstown East Hills Dance Festival and the Regional Dance Festival.

Our drama group from Infants took part in Playday. They were chosen to perform at the Regional Drama Festival. This was a wonderful experience for our young students.

**Sport**

Tower Street Public School has continued to provide a variety of sporting opportunities and experiences for our students.

In term 1 all students were offered a cricket development program. This was very successful and all students enjoyed the program.

K-2 students were offered a number of activities at Revesby YMCA for Friday sport. The students were able to improve their gross motor skills in a variety of fun and exciting activities. In term 4 students participated in an 8 weeks learn to swim program at Revesby Pool.

Primary teams were entered into the East Hills PSSA competition which was held each Friday. We participated in netball, basketball and soccer.

Students represented the school at East Hills District Carnivals.

**Competitions**

**University of New South Wales**

Computer: 1 distinction; 2 credits
Science: 8 credits
Writing: 1 credit

Spelling: 1 distinction; 5 credits
English: 1 distinction; 6 credits
Mathematics: 3 distinctions; 4 credits

**Australian Mathematics Competition**

3 credits; 6 proficiency

**NSW Spelling Bee Competition**

One student came 5th in district final.

**The Doug Moran National Portrait and Moran Contemporary Photographic Prize**

One student was a Primary School Finalist. The work was displayed at the State Library in Sydney.

**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 these 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**

Enter your text and graph from Electronic Data Summary Sheet where appropriate
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5
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.

### Significant programs and initiatives

#### Aboriginal education

Human society and its environment, art, and reading activities have incorporated perspectives on Aboriginal history and culture in the Sydney and Bankstown area. Acknowledgement of country is recognised at each Assembly and formal events throughout the year.

An aboriginal awareness day was conducted where all students participated in activities throughout the day. This was a very positive day that encouraged the students to value the Aboriginal heritage of our area.

#### Multicultural education

Multicultural education is implemented across the school, both inside and outside the classroom.

The school has 48% of its students from a non-English speaking background. Specific programs cater for over 100 students across Phase 1, 2, and 3.

Whole class, small groups, and one on one are all utilised by the ESL teacher to ensure student outcomes are achieved by these students. These methods of delivery have resulted in improved participation and confidence of the students in regular classroom settings. They access the

---

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>
curriculum with support from both the ESL
teacher and the class teacher.

Analysis of the Basic Skills Test for these students
has been used to determine the focus and
development of the language program for targeted
students in stage 2 and 3.

Multicultural topics have been integrated into
HSIE units where each stage undertakes the study
of another culture and country. Students learn to
appreciate students from different backgrounds
and beliefs.

**Respect and responsibility**

The departments’ core values have been imbedded
into our school culture through specific school
programs.

**Other programs**

**School leadership**

Students have a variety of opportunities to be
leaders in the school. Students from Years 1-6 are
involved in the Student Representative Council.
They meet on a regular basis to discuss issues and
raise funds.

Students are trained to be part of Kids Council.
Students are sent to Kids Council if they have not
followed school rules. Kids Council
representatives and a teacher discuss the issue and
determine an appropriate consequence. This
system works very well for minor situations.

**School leased canteen**

Over the past year the Tower Street Canteen has
continued its leading role in the promotion of
greater awareness of healthy eating for children. It
has consistently been a solid role model for other
schools in demonstrating its active support for,
and implementation of, the NSW Government’s
Healthy School Canteen Strategy.

Throughout the year, the canteen has either
organised or been involved with numerous food
promotions, including:

- Book Week meal deals
- Easter meal deals
- The start of the NRL football season
- Mothers Day and Fathers Day
- Grandparents Day
- Halloween
- Christmas in December
- and various other food promotions.

Once again, the canteen took part in a successful
fresh food healthy eating promotion in
conjunction with Sydney Markets. This involved
children being given stickers for each purchase of
fruit and vegetables, with these collected stickers
then attached to entry forms to go in the draw to
win great prizes.

The canteen also expanded its range of food items
this past year to include a wider range of cultural
influences.

The extensive menu has been modified and
adapted through the year to continue to offer an
innovative range of healthy food choices, along
with old favourites, whilst endeavouring to
provide excellent value and availability for all
children.

At the end of 2010 the lease was put to tender for
a new three year lease.

A huge thank you to Mrs Duncombe who has
leased the canteen for the past six years. Prior to
the leasing agreement she coordinated the canteen
for many years. The canteen always sold healthy
food and Mrs Duncombe was involved in many
programs in the school to support healthy eating.

**Progress on 2010 targets**

**Target 1**

*100% Year 3 & 5 students exceeding minimum
 standards in NAPLAN literacy and numeracy.*

Our achievements include:

- 100% Year 3 & 5 students exceeding minimum
  standards in NAPLAN literacy and numeracy.

**Target 2**

*At least 65% of Year 5 students exceeding minimum
 growth in NAPLAN literacy, reading and writing.*

Our achievements include:

- at least 65% of students achieving minimum
  growth in literacy, reading and writing;
- successful implementation of individual
  learning plans; and
- increased expectation for all students.
Target 3

At least 65% of Year 5 students exceeding minimum growth in NAPLAN numeracy.

Our achievements include:

- 65% of Year 5 students exceeding minimum growth 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 2010 our school carried out evaluations of Enter text here

Educational and management practice

Teaching

Background

The evaluation tool used was the SchoolMap learning survey developed by the Department of Education and Training (DET) and the ‘Quality Learning Environment Primary Survey.

The student survey was administered to Years 3-6 for SchoolMap and Years 5 and 6 for the ‘Quality Learning Environment Primary Survey.

Findings and conclusions

A number of strengths were identified:

- The increased use of technology with interactive whiteboards contributed to student teaching and learning.
- What students are asked to learn is important.

A number of statements were identified by students as important:

- 95% of students stated that their teacher takes an interest in helping them with their work;
- 95% of students stated that their teacher helps them to do their best;
- 95% of students stated that they understood how their learning was being assessed;
- 93% of students stated that they liked to go to school each day.

Future directions

Students will now have access to interactive whiteboards in all classrooms.

Curriculum

Literacy

Background

Accelerated literacy has been a focal point for all staff this year. One staff member trained as an Accelerated Literacy tutor for the purpose of training all staff in our school.

Findings and conclusions

Improved student outcomes in literacy;

Improved comprehension in literacy; and

Transference of learning to writing.

Future directions

Continued professional development in accelerated literacy; and

Utilisation of the interactive whiteboard to support the accelerated literacy program.

Parent, student, and teacher satisfaction

Overall the school has many positive programs available to the students of the school.

A small group of Parents work constantly for the benefit of all students.

Teachers give up their own time to support extra curricula opportunities for students.

Student teaching and learning are high priorities in the school.

Students needs are continually monitored to enable all students to access the curriculum.

Professional learning

Three school development days were held in 2010 with an additional two days at the end of the year. The days covered CPR, literacy, mathematics, accelerated literacy, interactive whiteboard and team building.

Each term each stage has two half day planning days to discuss and organise the terms programs. These days are highly productive with positive dialogue occurring between staff.

Areas of professional learning covered: literacy, numeracy, new scheme teachers, interactive whiteboard, technology and quality teaching.
School development 2009 – 2011

Targets for 2011

Target 1

100% Year 3 & 5 students exceeding minimum standards in NAPLAN literacy and numeracy.

Identification of students who need extra support in literacy and numeracy.

Strategies to achieve this target include:

- establishing maths groups across the school; and

- implementation of Accelerated Literacy K-6.

Our success will be measured by:

- 100% Year 3 & 5 students exceeding minimum standards in NAPLAN literacy and numeracy.

Target 2

At least 70% of Year 5 students exceeding minimum growth in NAPLAN literacy, reading and writing.

Identification of students ‘at risk’ in literacy, reading and writing.

Strategies to achieve this target include:

- extra support for identified students;

- individual learning plans for selected students; and

- increasing the level of expectation for all students.

Our success will be measured by:

- at least 70% of students achieving minimum growth in literacy;

- successful implementation of individual learning plans; and

- increased expectation for all students.

Target 3

At least 70% of Year 5 students exceeding minimum growth in NAPLAN numeracy.

Identification of students ‘at risk’ in numeracy.

Strategies to achieve this target include:

- extra support for identified students;

- individual learning plans for selected students; and

- increasing the level of expectation for all students.

Our success will be measured by:

- at least 70% of students achieving minimum growth in numeracy;

- successful implementation of individual learning plans; and

- increased expectation for all students.

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.

Deborah Duncombe Canteen
Rodney Bryce P&C President
Jenny Gallagher Assistant Principal
Kim De Cean Principal

School contact information

Tower Street Public School
74 Tower Street.
Panania. 2213
Ph: 9773 6017
Fax: 9792 3905
Email:
Web:
School Code: 4151

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: