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 programs. 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 most P&C meetings, and we are seeing even more parents starting to come along this year which is very encouraging. 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:

The tower street pavers were laid;
The sandpit area for the infants;
New silver seats around the pavers and for the parents outside the infants block
New silver table and chairs for the students;
A portable sound system for the school
New house flags.
And many more

School Community

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

There have been many special events held at Tower Street over the past year such as Education Week, Multicultural Day, Kindergarten Orientation, Meet the Teacher, Grandparent’s Day & Disco’s. All of these activities add to the great community spirit of our school.
It is imperative to acknowledge and thank those people who have provided support to the P&C over the past 12 months.

Once again 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, so again I would like to say thank you to all the staff.

On a personal note, I have really enjoyed my position as President of the P&C Association over the past two years. 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!

Thank you to all of you on the Fundraising Committee and the Uniform Committee. The members of these Committees have done wonderful work throughout the year for our school. Your tireless support and effort is much 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.

Mr Rodney Bryce

**Student representative’s message**

In 2011 Tower Street Public School’s SRC consisted 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. They met each fortnight.

In 2011 rostered SRC members conducted a weekly ‘Uniform Blitz’ in each class and recorded the results. The members of the SRC were then responsible for totalling these marks 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. In addition the SRC collected the Crunch and Sip daily totals from every class and worked out the percentage achieved each week by each class. The class with the highest percentage of Crunch and Sip was announced in the assembly by the SRC.

The SRC conducted a range of fundraising activities for different charities during 2011. These included a special mufti day - “Maroon for a Day” - to raise money for the Queensland flood victims, selling Juvenile Diabetes Australia merchandise, selling Daffodil Day merchandise to raise money for cancer research, holding a mufti day to raise money to send books that the school had collected to schools in PNG and conducting a can drive in December with the food being donated to the local St Vincent de Paul’s Christmas hamper program. In addition the SRC promoted and supported Stewart House’s two clothing drives.

Sarah & Nathan

**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**

![Enrolments](image)
Student attendance profile

Management of non-attendance

Non-attendance is followed up by staff and the Home School Liaison Officer.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Roll class</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Tower Street Public School

Structure of classes

All classes had only one per grade.

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

The school had a number of staff on maternity leave.

Teacher qualifications

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

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: 30/11/2011

**Income**

- Balance brought forward: $141,177.00
- Global funds: $98,853.00
- Tied funds: $52,749.00
- School & community sources: $61,445.00
- Interest: $6,596.00
- Trust receipts: $41,288.00
- Canteen: $0.00
- Total income: $402,108.00

**Expenditure**

- Teaching & learning
  - Key learning areas: $19,990.00
  - Excursions: $19,827.00
  - Extracurricular dissections: $16,187.00
- Library: $4,339.00
- Training & development: $5,000.00
- Tied funds: $52,380.00
- Casual relief teachers: $30,156.00
- Administration & office: $31,888.00
- School-operated canteen: $0.00
- Utilities: $24,534.00
- Maintenance: $12,470.00
- Trust accounts: $46,241.00
- Capital programs: $32,200.00
- Total expenditure: $295,335.00

**Balance carried forward**: $106,773.00

---

A full copy of the school’s 2011 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 2011**

**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 two choirs: junior primary and senior primary. The primary choir performed at the 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, newcombe ball, cricket and soccer.

Students represented the school at East Hills District Carnivals.

**Other**

**Competitions**

**University of New South Wales**

- Computer: 1 distinction; 3 credits
- Science: 4 credits
- Spelling: 1 distinction; 2 credits
- English: 1 distinction; 2 credits
- Mathematics: 2 distinctions; 8 credits

**Australian Mathematics Competition**

- 1 high distinction; 2 distinctions; 2 credits; 4 proficiency.

**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**

**Percentage in bands: Year 3 Reading**

**Percentage in bands: Year 3 Spelling**

**Percentage in bands: Year 3 Writing**

**Percentage in bands: Year 3 Grammar & Punctuation**
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
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 achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.2</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.0</td>
</tr>
</tbody>
</table>
Grammar & Punctuation 100.0
Numeracy 100.0

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 87.5</td>
</tr>
<tr>
<td>Writing 100.0</td>
</tr>
<tr>
<td>Spelling 100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation 100.0</td>
</tr>
<tr>
<td>Numeracy 91.7</td>
</tr>
</tbody>
</table>

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.

The school participated in the ‘Belonging Day’ program held locally.

Multicultural education

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

The school has 50% of our 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 curriculum with support from both the ESL teacher and the class teacher.

Analysis of the NAPLAN 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.

A multicultural day was celebrated during 2011. This day brought together our many different cultural backgrounds. It was a huge success that the students, parents and visitors thoroughly enjoyed.

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 been leased by a new operator for a period of three years.

Progress on 2011 targets

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;
- implementation of Accelerated Literacy K-6.

Our achievements include:
• 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 achievements include:
• at least 70% 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 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 achievements include:
• at least 70% of students achieving minimum growth in numeracy;
• successful implementation of individual learning plans; and
• increased expectation for all students.

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 2011 our school carried out evaluations on planning and best start.

Educational and management practice
Planning

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

Findings and conclusions
A number of strengths were identified:
• The school’s planning processes were responsive to emerging needs;
• The annual school report identifies the reasons for school targets;
• The school makes changes to its plans to improve what it does.

Future directions
Improved structures need to be implemented to promote aspects of the school plan to the wider community.

Curriculum

Literacy /Grammar

Background
All staff took part in professional learning in a ‘Prioritising Grammar’ Course held at District Office for six sessions.

Findings and conclusions
Grammar was a recognized area of need following on from our professional development in Accelerated Literacy.
• Some staff needed to develop this area in their teaching.
• Teachers effectively addressed the needs of the students in this area.

Future directions
Staff to continue their professional learning in literacy.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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 2011 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, Best Start, CMIT, technology and quality teaching.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

At least 100% of all students achieving or exceeding expected growth in literacy identified by Year 5 NAPLAN growth and standardised school based K – 6 assessment program

2012 Targets to achieve this outcome include:
- At least 90% of all students achieving or exceeding expected growth in literacy identified by Year 5 NAPLAN growth and standardised school based K – 6 assessment program
- 100% of students achieving at or above minimum standard in NAPLAN literacy in Years 3 and 5
- 100% of students achieve measurable improvement in literacy as identified in pre and post school based K-6 assessment program

Strategies to achieve these targets include:
- Provided professional Development for new staff in Accelerated Literacy strategies. All teachers to use QTF for planning /assessment
- Provide Professional Development for all staff in the new Australian curriculum
- Provide professional development for Kindergarten-Year 2 teachers to implement Best Start
- Provide Individual Learning Plan for individual students
- Extra support for identified students

School priority 2

Outcome for 2012–2014

100% of students achieving at or above minimum standard in NAPLAN numeracy in Years 3 and 5

Improved numeracy skills for all students

2012 Targets to achieve this outcome include:
- At least 80% of all students achieving or exceeding expected growth in numeracy identified by Year 5 NAPLAN growth and standardised school based K – 6 assessment program
- 100% of students achieving at or above minimum standard in NAPLAN numeracy in Years 3 and 5
• 100% of students achieve measurable improvement in numeracy as identified in pre and post school based K-6 assessment program

Strategies to achieve these targets include:
• Participation in professional learning opportunities and support “Count Me In Too” and Counting On
• Participation in professional learning opportunities and support TENS program
• Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and school based data

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.
Jenny Gallagher Assistant Principal
Rodney Bryce P&C President
Kim De Cean Principal

School contact information
Tower Street Public School
74 Tower St. Panania. 2213
Ph: 9773 6017
Fax: 9792 3905
Email: towerst-p.admin@det.nsw.edu.au
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: