Our school at a glance

Students
Table Top Public School had an enrolment of 55 students during 2009. Twelve of which were Kindergarten students.

Students at the school are very co-operative, well mannered and all display a strong affiliation with one another.

The majority of enrolments live in the immediate area, with approx 80 percent of these bussed to school.

Messages

Principal's message
2009 has been another very successful year for Table Top Public School, with students receiving leading scores in their NAPLAN tests and staff ensuring a wide and varied educational program was presented.

This year we conducted a very successful 125 years of Education Celebration in which huge numbers attended a successful week-end of activities. Many thanks are extended to the parents and community members who worked so diligently to ensure the success of this celebration.

Construction and renovations continued with new environmentally friendly toilets, classroom refurbishment and painting of all school buildings, being completed.

This will continue into 2010 with the new library in use by the beginning of Term 2.

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.

Rowland Martin
(Principal)

P&C and School Council message
Table Top Public School Parents and Citizens (P&C) Committee and School Council have had yet another busy year. The removal of the old portable toilets, replacing with lovely brick environmental facilities and working bees has helped beautify the grounds.

Family get togethers - Welcome BBQ and bonfire - were a great way to form new friendships and get to know the school community.

We had a very successful 125th anniversary celebration of the school's history with many past students and staff attending and remembering their younger years. The day included a market and "Yambla Cafe" which helped raise much needed funds.

Purchases of books, kits, class room supplies, classroom blinds and excursion subsidies are just a few items for which fundraising money was used. Decisions were made on many levels within Council. They included final positioning of the new library, extension of the K-1 room and the staff room relocation.

We are looking forward to another successful year.

Cheryl Dominguez
President – School Council and P&C

Student representative's message
Three student leaders took on the responsibility of leading the students and representing the school in the local community. They were Jacob McCrohan, William Brougham and Mikaela Hird

We conducted Student Representative Council Meetings, throughout the year. At meetings they discussed many ideas to develop the school, conduct fundraising days and generally plan fun "Casual Clothes Days".

In 2009 we raised money for the Stathewan Public School which was destroyed in the Victorian Bushfires. The Student Leaders presented Strathewan's principal with this money on the way home from their Leadership Camp.

Thanks to the enthusiasm of the students who participated in the council activities, this school has benefitted greatly.

Jacob McCrohan – William Brougham – Mikaela Hird

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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>21</td>
<td>17</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>28</td>
<td>31</td>
</tr>
</tbody>
</table>
Student attendance profile

Management of non-attendance
Parents, with students whose attendance figures are affecting their educational learning, are contacted and absences are discussed. If attendance continues to cause concern the child is referred to the Home School Liaison Officer.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>456</td>
<td>4</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>456</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>456</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes
Students were divided into three classes with every effort going towards retaining whole year groups in classes.

Although the youngest years were bundled into one class, the teacher was assisted with additional classroom assistance in the form of teacher’s aide and teacher time.

Strong numbers in Kindergarten and Year 1 have ensured strong future growth for the school and the securing of the third teacher, whilst these numbers remain.

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

Staffing at Table Top Public School has been very stable over the last few years. Experienced staff continues to lead three classes, with a large emphasis on Literacy and Numeracy. They are ably supported by very conscientious School Administrative staff, who ensure information is distributed and assistance is provided in both the classroom and playground.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>5.8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$125,729.96</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>36,584.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>58,875.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46,212.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16,189.23</td>
</tr>
<tr>
<td>Interest</td>
<td>1,272.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,179.98</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>125,729.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12,176.30</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,576.18</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8,863.64</td>
</tr>
<tr>
<td>Library</td>
<td>2,249.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,028.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,673.04</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8,045.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25,432.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,764.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,653.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,174.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10,132.92</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>145,760.07</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>16,554.06</td>
</tr>
</tbody>
</table>

A full Financial and Occupational Health and Safety Audit was conducted during 2009, with very positive results being achieved in both reviews.

A full copy of the school’s 2009 financial statement is tabled at the Annual General Meetings of the School Council and P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Another successful year was conducted for all students, with many receiving awards from state competitions. The year was highlighted by every child’s eager participation in all activities undertaken by the school.

Achievements

Arts

Table Top Public School is committed to ensuring quality learning opportunities are provided to all students in this area.

Will Brougham continued his outstanding Dance performances with the Albury District Junior Dance Ensemble. His dedication and keen desire to further his career in Dance was rewarded at the end of the year by being selected to join the Junior Australian Ballet Company.

Our school joined with Mullengandra and Gerogery to perform at Centro Lavington, during Education Week.

Other performances attended included: the Flying Fruit Fly Circus performance of “Pirates”, performance of “I Am Jack” at the Albury Performing Arts Centre, author Robert Trickey conducted writing workshops, Captain Pete entertained all students with his mix of song and stories, Australian Theatre of Deaf performance of “Take Off” and the Riverina Dance Festival.

The Rotary Club of Albury supported the school wholeheartedly by providing a free hilarious performance of “Circus Quirkus”. The Rotary Club also sponsored two students – Mikaela Hird and Sophie King – to fly around Albury in a DC-10.

Miss Prue Pfahler and Mrs Marita Watson, led the students in music, developing skills in singing, musical presentations, percussion and musical appreciation. Once a term performances at the UPA Retirement Home proved to be a highlight for the students, culminating with a sing-a-long of Christmas Carols at the end of the year. Residents and students thoroughly enjoyed the conversations struck up at the conclusion of each performance.

Years 2/3 performed a very entertaining and funny play called “The Bank Robbery” at both the school and for the residents at the UPA Retirement Home.

Students attended the Art Galleries exhibition of the “Great Collection” and also displayed their art work at Lavington Square during Education Week.

Jacob McCrohan attended Gifted and Talented workshops at James Fallon High School.
Sport
Bernadette McCrohan, William Brougham, Kelsey Shaw, Jayden Van Werkhoven, Harry Tooney, Felix Mol and Jacob McCrohan were selected to represent the Walbundrie PSSA at the Riverina Athletic Championships.

The following students represented the GMTT group of small schools at the Walbundrie PSSA Swimming Carnival: Jai Smith, William Brougham, Kelsey Shaw, Paddy Doyle, Georgie Collins and Emily Williamson.

Table Top entered a team in the PSSA Small School Soccer Knock-out, in Wagga, gaining much experience. A Netball clinic conducted by Netball Australia, was enjoyed by all who participated.

This year we were invited to join with Lavington East Public School to play both PSSA Cricket and Football. Several boys participated in this activity.

Other
The Northern Spirit group of schools conducted an “Environmental Perspective Day”, Enrichment Days, a Gifted and Talented Day, parent information evenings and Orientation Days for Year 6-7 transition students.

Years 2 - 6 enjoyed an afternoon investigating science problems at the annual “Science in the Bush” program designed by Charles Sturt University.

Table Top School hosted a visit from the Southern Border team of the NSW Fire Service.

Mrs Sally Livermore was employed to assist students through modified Individual Learning Programs, consisting of developing social skills involving all aspects of the curriculum and essential Life Skills, attending workshops at Wodonga’s “Carnivale 2009”, cooking and shopping. With each student showing encouraging progress.

Mr Gary Pearce (Teacher of the Deaf) supported Mrs Livermore in teaching deaf sign language to Years 4/5/6. Mrs Livermore also taught signs associated with the school song, to the whole school.

Mrs Livermore also provided valuable assistance in Literacy to targeted students in a Student Learning Program for Stage 2 students in need of encouragement and support.

K/3 explored the resources and activities at the Riverina Environmental Centre. They looked at plant specimens under the microscope, investigated insects, minerals and native animals found in nearby water holes.

Academic
The results in the Years 3 and 5, 2009 National Assessment (Naplan) tests in Literacy and Numeracy, are reported on a scale from Band 1 to Band 6 – Year 3 and Band 3 to Band 8 – Year 5.

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

Literacy – NAPLAN Year 3
Table Top students’ scores in Overall Literacy were roughly equal to the state average. Reading proved a real strength, with Overall Literacy scores aligning with state averages.
Numeracy – NAPLAN Year 3

Numeracy scores showed great strength with our school’s average 18 points above the state score in this area. All areas (Number, Patterns and Algebra, Measurement, Data, Space and Geometry) proving to be strongly above state average.

Literacy – NAPLAN Year 5

Table Top students scored exceptionally well in Reading, Writing, Grammar and Punctuation, scoring well above the state average and leading the area in both Reading and Writing. Spelling was slightly below state average. Year 5 Overall Literacy results were some 32 points above the state average.
Numeracy – NAPLAN Year 5

Measurement, Data, Space and Geometry were above state average, with Number, Patterns and Algebra, slightly below the state average. This resulted in an Overall school score, on par, with the state average.

Progress in literacy

When Year 3, 2007 Literacy results are compared to Year 5, 2009 Literacy results from students attending the same school, very pleasing improvements in the Reading area, were obtained. The Overall Literacy improvement score was equal to the state levels.
Progress in numeracy

When Year 3, 2007 Numeracy results are compared to Year 5, 2009 Numeracy results from students attending the same school, a strong improvement is noticed with slightly above state average improvement scores being obtained in all areas.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.0</td>
<td>91.6</td>
<td>88.0</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>102.2</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

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. This percentage takes into account all students in Years 3 and 5.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|--------------------------|-------------------|
| Reading                  | 100               |
| Writing                  | 100               |
| Spelling                 | 89                |
| Punctuation and grammar  | 89                |
| Numeracy                 | 100               |

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

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|-------------------|
| Reading                  | 83                |
| Writing                  | 83                |
| Spelling                 | 83                |
| Punctuation and grammar  | 83                |
| Numeracy                 | 83                |

Significant programs and initiatives

Over thirty K-6 regular participants attended the Active After School Program conducted by Sally and Rebecca Livermore. Programs ranged from gymnastics, dance, ten pin bowling, multi sports and many more “Livermore adapted” activities.

The Table Top students and students from Springhurst Public School were selected to represent the area at the Albury District opening of the “1.5 Million Sporting Passes” program.
Eleven students enjoyed the challenge of the Premier’s Reading Competition, with Sophie King receiving a Gold Certificate for her three successive years of participation.

All students in Years 4-6 participated in the Premier’s Spelling Competition with Rachel Harvey and Emily Williamson representing the senior students and Jai Smith and Harrison Tooney, representing the junior students in the Riverina Finals conducted at the Thurgoona Public School hall.

**Aboriginal education**

Aboriginal Education is programmed through teaching and learning programs using the COGS units, in which history, culture and contemporary lifestyles have been included across all stages.

K/1 students were entertained by Mr Jon O’Neill who talked about the local Aboriginal culture and introduced the children to many important and interesting aboriginal facts, stories and tools. Years 2/3 studied the traditional role of the local Wiradjuri tribe and K/6 viewed historic Aboriginal artefacts during a guided tour of the Albury Library/Museum.

**Multicultural education**

Multicultural Education is introduced to students through the COGS units. This year an intern from Canada introduced a unit of work on her country, culminating in a Canadian mini festival just before she departed.

Primary students watched “Behind the News” and completed reports on many and varied news topics from across the globe.

Jacob McCrohan, Georgie Collins and Emma King represented the school at the Multicultural Public Speaking Competition in Albury. These students were selected from class and stage based competitions within the school.

**Respect and responsibility**

The key values of respect, responsibility, honesty, determination, confidence and kindness are taught across all key learning areas and supported throughout the school community.

The Riverina Regional Director-General, Mr Colin Parker, presented Student Leaders (Jacob McCrohan – William Brougham – Mikaela Hird) with their Student Leader badges. These leaders were also involved with a presentation with the NSW Director-General of Education, Mr. Michael Coutts-Trotter.

Student Leaders attended the National Young Leaders Forum in Melbourne and were actively involved with the Student Leaders’ Breakfast and Albury Student Leaders’ Forum.

**Progress on 2009 targets**

**Target 1**

*Improve student knowledge and understanding of the process of Writing – Sentence Structure and Punctuation*

Our achievements include:

- Leading Albury Area in Naplan Writing scores
- More consistent assessment of students’ writings
- Greater and more constructive positive feedback provided to students.

**Target 2**

*Improve student knowledge and responses to problem solving, emphasising use and understanding of Mathematical terminology.*

Our Achievements include:

- Stronger Year 3 Numeracy results
Students more willing to discuss problem solving tasks using appropriate Mathematical terminology

Problem Solving kit purchased for upper grades

Target 3

Heighten awareness of Environmental issues and sustainable practises throughout the school and community.

Our achievements include:

- School Environmental Management Program produced
- Many activities restricted due to refurbishment and BER building restrictions
- Joined Clever Energy Users program

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Planning and use of Technology.

Educational and management practice

As part of the schools self-evaluation parents, staff and students were asked their opinions related to “School Planning”.

Background

The survey was distributed to all 34 families of students attending Table Top Public School, with a significant 82% of families responding.

Parents were requested to respond to questions related to the School Purpose Statement – “The aim of the school is to provide a safe and secure school environment so that all students can learn and develop intellectually, physically, socially and emotionally to their full potential in a family orientated environment”.

All staff and students in Years 4/5/6 were surveyed to gather their opinions and ideas.

Findings and conclusions

The survey resulted in very positive responses, with more than 74% of parents tallying “Usually” or “Almost Always” to all survey questions. Most other responses were “Unsure”. However, 12% indicated the school rarely “told the community about the major items the school is purchasing”. This item will be discussed at school council.

Student opinions mirrored the parents results, with the majority of questions being supported by 88% or more. 13% indicated we rarely identified the major items the school was proposing to purchase.

Six staff members were surveyed and each responded positively to the questions asked in the survey.

Future directions

These findings will be discussed at school council level. They will also review the School Statement of Purpose, in early 2010.

Curriculum

As part of the schools self-evaluation parents, staff and students were asked their opinions related to the “Use of Technology in the School”.

Background

The area of Technology was chosen to identify parent, student and staff feelings towards the manner in which the school is preparing students for the technological age that the 21st Century will present.

Findings and conclusions

Students overwhelmingly supported the use of technology in the classroom, enjoyed using technology, would like to learn more about technology and realised it helps them learn. Some disagreement was noted with using an e-mail account and the opportunity to use computers. 35% of younger students were unsure if it was “important to use technology to learn at school”.

Students indicated most could access the internet at home, about half had more than 1 computer in their household and they would use the computer at least 2-3 hours per week, in the classroom.

Staff clearly supported the manner in which technology was being used in the school, however a question was asked about the amount of funds allocated and teacher training in technology.

Future directions

Teachers will be requested to continue their use of computers across all Key Learning Areas and
investigate the exploration of the use of e-mails and Smartboards.
Additional training will be sort for staff especially in the
use of Word 7 and the utilisation of Smartboards.

Professional learning
Staff attended a cross section of Professional Learning
activities including; Best Start training, OHS
management, Building Bridges Conference, Mentoring
Prac students, Exploration of Art, School Online
Assessment Registration and School Learning Support
Consultation courses.

School development 2009 – 2011
School Development Day – Term 1
Assessment processes in Writing constructed – areas
of responsibility and contact positions allocated.
School Development Day – Term 2
Quality Education in Working Mathematically –
Organising home/class Readers into appropriate boxes
School Development Day – Term 3
Developing a Middle Years Approach to Northern Spirit
Learning Environment.
School Development Day – Term 4
Reviewing Code of Practise – Myschool website –
Keep it Safe and 2010 Targets.

Targets for 2010
Targets were selected through an analysis of Naplan
test results, departmental priorities and the proposed
introduction of a National Curriculum in Maths, English,
History and Geography in 2011.

Target 1
To heighten awareness of environmental
issues and sustainable practices throughout
the school and its community.
Strategies to achieve this target include:
• Implement School Environmental Management
  Plan (SEMP) through consultation with students, staff,
  parents and community
• Participate in “Clever Energy Uses Program”
• Incorporate Environmental aspects into COGS units
• Investigate practical, purposeful and affordable
  environmentally friendly alterations and/or activities
• Apply for water tanks, solar systems and
  irrigation systems through the governments
  National Solar/Water Tank Program
• Student monitoring and conducting sustainable
  practices throughout the school
• Apply for entry to Murray Catchment Basin
  School Project Program.

Our success will be measured by:
• Implementation of SEMP
• Sustainable practices are monitored, implemented and regularly evaluated
• “Sustainable School” practices introduced
  resulting in reduced Utility (water and electricity)
  usage/costs and less waste for disposal
• Water tanks and irrigation installed, providing
  grassed play areas
• Systematic approach to beautification of school
  grounds
• Environmental activities incorporated into every
  COGS Unit.
Target 2

Review new National Maths and English syllabi.

Strategies to achieve this target:

- Obtain new syllabus from ACRA and review
- Compare new syllabus to ability to fit into TTPS Maths and English Policies
- Sharing of resources between GMTT schools.

Our success will be measured by:

- Maths and English Syllabus downloaded
- New syllabuses incorporated into current TTPS Maths and English Policies
- TTPS Assessment practices reviewed to identify compatibility
- Reviews sent to Curriculum Support
- Ease of classroom programming and assessment.

Target 3

Improve student knowledge and understanding of the processes of Writing – concentrating on Sentence Structure and Grammar.

Strategies to achieve this target:

- Develop writing Rubrics, based on syllabus, Foundation Statements, CTJ and criteria for Naplan Writing assessment
- Departmental staff used to direct and support structures and implementation processes
- Support Best Start project through use of Smartboard in Writing Activities and shared with Gerogery and Mullengandra.

Our success will be measured by:

- Quality teaching practices identified and incorporated into programs and lessons
- Constructive and student supportive assessment rubrics produced and implemented
- Strengthened Naplan testing results in Literacy – specifically sentence structure and punctuation.

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.

Rowland Martin - Principal
Elaine Kirk – Classroom Teacher
Gayle Cambey – Classroom Teacher
Cheryl Dominguez – President School Council and Parents & Citizens (P&C) Association

Table Top School Council

School contact information
Table Top Public School
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Ph: 0260 262220
Fax: 0260 262402
Email: tabletop-p.school@det.nsw.edu.au
School Code: 3534

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: