2008 Annual School Report
Table Top Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Table Top Public School is a school of 54 students, found 10 km North of Albury along the Hume Highway.

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.

Staff
Mrs Gayle Cambey joined our Teaching staff this year as the third teacher and has proved a valuable asset, especially in relation to Dance.

Mr Ian Elworthy was appointed following merit selection for the General Assistant’s position at the school. His many skills have been of tremendous value to the school.

Mrs Gayle Scott displayed her multitude of talents working at Hume Public School every Thursday, to provide guidance and leadership for their School Administrative Manager. Mrs Alison Hamilton ably replaced her during this period.

Principal’s message
This year has been a very prosperous year for the school. The additional class has enabled greater individual attention for all students and provided the opportunity for additional programs to evolve.

Construction was completed on the redevelopment of the Administrative Area and the tendering for the environmental toilet block has been let.

Academic results continued to shine with excellent results being gained in Naplan testing at both year three and year five levels.

Students competed in the local Primary School Sports Association (PSSA) Cricket Competition and had two students and one relay team contest the NSW PSSA Athletic Carnival in Sydney. Many more competed at school zone and regional levels, in swimming, cross country and athletics.

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.

Mr Rowland Martin

P&C and/or School Council message
The P&C had another busy year with many funds being raised for the school through, a successful Trivia Night and other small activities. Funds were utilised to support Swimming Development Scheme and the major senior excursion to Sydney.

The Australian Rail Track Corporation donated many railway sleepers, to be used in the beautification of the school gardens and parking lot.

The school council discussed many issues including, excursions, changes to school council constitution, environmental toilets, student numbers, annual survey and school prospectus.

Student Representative's message
The Student Representative Council (SRC) conducts two meetings each term. Student leaders and many other students from all grades get together and discuss fundraisers, fun days or improvements that might benefit the school. Last year the school raised money for Stewart House, Deaf Society and cancer funds.

The money was raised from the many fun days our school had like “Loud Shirt”, “Crazy Hair” and “Favourite Sports Colour” days. Each time the SRC conducts a fun day every student participates by donating a gold coin, with the money raised going to a special cause. The students thoroughly enjoy these days and are always happy to help others.

Emily Dundas, Maddy Dundas, Alisha Chew, Grace Connell and Morgan Mighalls - 2008 Student Leaders.

Maddison Shaw, Maddison Dundas and Alisha Chew studying hard during their final year.
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

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 2008 class size audit conducted on Tuesday 25 March 2008.

Appointment of the third teacher has enabled very small class sizes. A straight Kindergarten of just 15 students has enabled these students to begin their education with sound instruction.

Mrs Cambey taught 18 vibrant Year 1 and 2 students and Mr Martin lead 21 Year 3-6 students through a very prosperous year.

Structure of classes
An extra class was formed at the beginning of 2008.

The three classes were structured as a straight Kindergarten with the rest of the students organised into two composite classes (Years 1/2 and Years 3/4/5/6).

Thomas McMillan, Malachy Miller and Jayden Van Werkhoven enjoying a sumptuous Chinese Banquet.
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
2008 saw three full-time teachers employed – Mr Rowland Martin, Mrs Gayle Cambey and Miss Elaine Kirk. Mr Martin is a teaching principal.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>4 days a week</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1 day</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2 days</td>
</tr>
<tr>
<td>Itinerant Teacher of the Deaf</td>
<td>8 hours a week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 day a term</td>
</tr>
<tr>
<td>General Assistant</td>
<td>3.5 hours a week</td>
</tr>
<tr>
<td>Student Teachers – various intervals</td>
<td>3</td>
</tr>
</tbody>
</table>

Staff retention
Permanent staff members will remain the same for 2009.

However, we farewell our music teacher Mrs Karen Browsea - appointed to Lavington East. Mrs Dunlop has also elected to reduce her allocation to one day per week. We thank both teachers for their dedication and assistance whilst they have taught our students.

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>
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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>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>45 298.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>59 746.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57 727.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 524.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 114.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 918.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>184 329.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12 066.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>8 443.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 679.00</td>
</tr>
<tr>
<td>Library</td>
<td>1 606.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>135.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71 825.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 885.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28 195.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 114.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 744.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 918.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3 132.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>147 587.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>36 587.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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.

Louis Denton, Jacob Molketin and Isabella Hertzhog
Grace Connell devouring a banana custard sprinkle at the end of year, Active After School party.

School performance 2008

Achievements

Arts
Table Top Public School is committed to ensuring quality learning opportunities in this area will be provided to allow students to develop special skills.

Karen Brownsea continued music lessons with the whole school. All students have developed their skills further in singing, percussion and musical appreciation. The students performed songs and played recorders at Lavington Lodge Retirement Home, Lavington Square and special assemblies that were very much appreciated by their captivated audiences. Residents and students thoroughly enjoyed discussions that followed performances.

Sport
Many students at Table Top Public School have excelled this year in sporting activities.

In swimming Morgan Mighalls, Emily Dundas, Sam Hodge, Maddy Shaw, Drew Hunter, Maddy Dundas, Brittany Andersen, Paddy Doyle, Harry Tooney, Grace Connell and Will Brougham represented the school at the Walbundrie PSSA Swimming Carnival. With Sam Hodge, Emily Dundas, Morgan Mighalls, Drew Hunter and Maddy Shaw competing at Riverina level.

Table Top Public School sent a team to the Walbundrie PSSA Athletics Carnival where Morgan Mighalls, Sam Hodge, Brittany Andersen, Emily Dundas and Alyshia Chew were selected to represent the school at the Riverina PSSA Athletics Carnival. From there Morgan Mighalls, Sam Hodge, Alyshia Chew and Emily Dundas proudly represented their school and district in the PP5 Relay at the State PSSA Athletics Carnival, in Sydney.

Term 4 saw us invited to join with Lavington East Public School to play PSSA Cricket. The students benefited greatly from the interaction with students outside our school. This will hopefully continue in 2009.

Community use of School Facilities
Table Top, through the dedicated work of Mrs Di Doyle and Mrs Lou Bull, conducted two courses for the local community through TAFE’s Outreach program.

A dozen participants worked with Mr Rob Fenton (Thurgoona National Environmental Centre), exploring practical design tools, strategies and environmental practices to create and implement sustainable environmental practices within the school and their own homes.

Fifteen eager participants completed computer courses aimed at catering for their individual expectations and requirements.

Other
Special Needs students were supported through a modified program and taught by Mrs Sally Livermore (Classroom Aide). The program concentrates on social skills involving, shopping, cooking and a modified KLA classroom program.
Mrs Di Stuckey (Teacher of the Deaf) supported the students and taught Deaf Signing to all students in the class.

Jack Reynolds (Fred – his cup) and Coby Ryan enjoying a special luncheon, they created.

Computer programs (“Widget” and “Boardmaker”) were used to support the students and Alpha Smart keyboards were obtained to assist with storywriting and comprehension.

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Fifteen eager participants completed computer courses aimed at catering for their individual expectations and requirements.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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
Year 3 Literacy results were excellent, with all students scoring in the two top bands.

67% of students recorded Band 6 results in Reading, Spelling and Grammar and Punctuation, compared with the state average of 26%.

Areas of Achievement:
- Sequencing events in an information report
- Interpreting figurative language in a narrative
- Identifying key information in a short report.

Areas for Improvement:
- Connecting and identifying common ideas from two passages
- Elaboration and development of ideas in writing
- Sentence punctuation
- Correct use of possessive apostrophe
- Identifying errors in own writing.

Numeracy – NAPLAN Year 3
Numeracy results were also outstanding with all students in the two highest bands in all components – Number, Patterns and Algebra, Measurement, Data, Space, Geometry and Numeracy, compared to a state average of 40%, this was an excellent achievement.

Areas of Achievement:
- Using diagrams to complete a number sentence
- Subtracting single digit numbers from 2 digit numbers
- Identifying objects in a repetitive 2-D pattern
- Using the language of chance to describe the outcome of a spinner.

Areas of Improvement:
- Adding money and giving change
- Identifying and solving practical number problems
- Converting time from digital to analog
- Using a key to interpret a picture graph.

Literacy – NAPLAN Year 5
Literacy results were excellent, with all students recording results in the top three bands, compared to a state average of 63%. Reading was a major strength with 80% of students recording Band 8 (top band) scores compared to a state average of only 15%.

Well above average growth from Year 3 to Year 5 in reading was seen while overall in Literacy we were just over the state average.

Pleasing results were obtained in improvements in writing with the school average improvement matching the state average.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5. The performance of the students 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
80% of Year 3 students.

Percentage of Year 5 students in our school achieving at or above the minimum standard
100% of Year 5 students.

Significant programs and initiatives

An Active After School program has again thrived, with many new initiatives being implemented. This year participants were taken on Mystery Bus Tours (TMBTs) to different parks and features around our city. Gymnastics and Volleyball were introduced and proved to be very popular and challenging to all students. This program will again be conducted in 2009.

Mrs Karen Brownsea continued her excellent Music Program one day a week. She provided singing, movement and instrumental lessons. Performances were held in Education Week in Lavington Square, for the residents of Lavington Lodge Retirement Village and for parents, relatives and friends at school functions.

Nine students enjoyed participating in and completing the NSW Premier’s Reading Challenge.

Years 3 to 6 students participated keenly in the NSW Premier’s Spelling Challenge, with school finalists competing in the Riverina Finals.

Aboriginal education

At our Harmony Day the students explored Aboriginal symbols and how these relate to Aboriginal culture, particularly in stories and legends. They then used what they had learned to decorate Aboriginal artefacts in story form.

The staff continues to implement Aboriginal education through their teaching and learning programs using the COGS units. Sections on history, culture and contemporary lifestyles have been included, across all stages.

Multicultural education

Multicultural education is introduced to students through the COGS units.
Leading up to the Olympics in China, each class completed a unit of work on Chinese culture, culminating in a Chinese banquet for students, staff and families.

The primary students also wrote reports on multicultural issues raised in Behind The News. They also completed research assignments about other cultures.

**Respect and responsibility**

The key values of respect, responsibility, honesty, determination, confidence and kindness are supported across all key learning areas and in the overall curriculum.

Our leadership program continues to strive to involve our Year Six students in various leadership activities over the year. They attended one leadership forum in Melbourne and with the Year Five students attended another in Albury where they worked with local leaders of our community.

Our Kindergarten buddy system continues to flourish building strong ties between our older students and the newer members of our student body.

**Other programs**

Mullengandra, Gerogery and Table Top Public Schools combined for an Environmental/Harmony Day. It was a great success and will be continued in 2009.

Table Top continues to integrate technology across all key learning areas. With the recent upgrade of the Interactive Whiteboard we now have Smartboards in two classrooms, which are used extensively throughout each day. A third board will be installed in the primary classroom through the Connected Classrooms Program, during 2009. The students in the Primary grades will continue with their emailing in 2009 to students in Taiwan and the United Kingdom.

Our students continue to participate and achieve high results in the University of NSW Australasian tests in English, Computer, Mathematics, Science, Writing and Spelling.

**Progress on 2008 targets**

**Target 1**

**Retain enrolments - especially Stage 3 boys.**

*Our achievements include:*

- A range of mechanical and electrical resources purchased
- Two boys retained in Year Six for 2009
- A keen sense of a variety of sports and fitness equipment and routine introduced
- Increased Student Leadership activities initiated
- Three classes retained.

**Target 2**

**Improve students’ outcomes in reading comprehension.**

*Our Achievements include:*

- Extremely strong year 3 and 5 reading score
- Greater understanding of classroom comprehension tasks across all grades
- Additional reading resources purchased and utilized.

**Target 3**

**To heighten awareness of environmental issues, especially those related to water conservation.**

*Our Achievements include:*

- Conducting a twelve session Outreach TAFE Environmental program for the local community with twelve regular participants
- Work on producing School Environmental Management Program initiated
- Construction of an environmentally friendly toilet block which irrigates the oval, using an underground soaking system.
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 2008 our school carried out evaluations of Creative Arts and Teaching.

Educational and management practice - Teaching

Background
In 2008 surveys from SchoolMap Best Practice Statements were given to collect parent’s opinions about Teaching, at Table Top Public School.

Their responses are presented below.

Findings and conclusions
60% of parents sent surveys responded.

Of these 95% of parents agreed that what their child is asked to learn is important. Over 90% agree that the way the teacher manages the class helps their child learn, their child’s teacher knows what their child can do and what they need to learn, their child’s teacher keeps records of their progress and the school provides information about children’s achievement through the reporting process.

82% of parents surveyed agreed they understand how children’s learning will be assessed at this school.

37% parents are uncertain about how much their child talks to their teacher about their learning.

Future directions
Parent Information nights specifically about assessment will be held in 2009.

Areas of the Quality Teaching Model in relation to the significance of what students learn will be emphasised in classrooms in 2009.

Curriculum – Creative Arts

Background
In 2008 surveys from SchoolMap Best Practice Statements were adapted to collect information about what parents understood about Creative Arts.

Their responses are presented below.

Findings and conclusions
60% of parents responded.

100% of parents agreed that Visual Arts is important, valuable and that Table Top Public School should continue to hire a music teacher.

Over 90% of parents agreed that Music, Dance and Drama are important and valuable.

82% of parents agreed that their child has developed new skills in Visual Arts, Music and Dance with 67% agreeing with the statement in relation to Drama.

100% of parents agreed their children enjoy Music with 96% agreeing their children enjoy Visual Arts, 78% Dance and 92% Drama.

60% of parents agreed they understand how Visual Arts, Music and Dance are taught with 45% agreeing they understand how Drama is taught.

65% of parents agreed that they are provided with reports about their child’s progress in Creative Arts.

Future directions
In 2009 Parent Information nights will be held on Creative Arts, including how they are taught and assessed at this school.

We need to address the development of new skills in Drama and the equal importance of the four subjects covered in Creative Arts.

Professional learning
A broad range of professional learning was undertaken by the staff including:- marking of Naplan Writing tasks; introduction of Best Start program; Emergency Care; CPR, Asthma and Child Protection updates; K-6 technology updates; introduction of Slim Client OASIS training; principal conferences; Smartboard and Notebook 10 software training and all teachers attended local professional development courses.

Billy Dominguez and Kelsey Shaw enjoy the playground rides during the Active After School activities
School development 2009 – 2011

1. Literacy – Writing
2. Numeracy – Working Mathematically
3. Environmental Education

Targets for 2009

Target 1

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

Strategies to achieve this target include:
• Major staged foundation statement items identified and incorporated into classroom programs
• Discuss and develop, at GMTT level, Quality Teaching practices in delivery of lessons
• 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.

Our success will be measured by:
• Quality teaching practices, identified, incorporated into programs and implemented in classroom lessons
• Constructive and student supportive assessing rubrics produced and implemented
• Strengthened Naplan testing results in Literacy – specifically sentence structure and punctuation.

Target 2

To improve student knowledge and responses to problem solving in Working Mathematically, emphasising understanding and use of Mathematical terminology.

Strategies to achieve this target include:
• Professional Learning through Maths consultant (Mrs Di Marshall)
• Quality teaching practices implemented to emphasise mental computations
• Resources (kits and computer programs) purchased for classroom assistance
• Sharing of resources between GMTT schools.

Our success will be measured by:
• 90% of students achieve stage level foundation statements in mathematics strand of working mathematically
• Greater understanding and recall of tables and basic facts
• Students displaying greater understanding of how to solve written problems
• Greater use of appropriate mathematical terminology in classroom discussions and problem solving
• Classroom resources shared between schools.

Target 3

Heighten awareness of environmental issues and sustainable practices throughout the school and its community.

Strategies to achieve this target include:
• Construct School Environmental Management Plan (SEMP) through consultation with students, staff, parents and community
• Adopt the Riverina Schools Greenhouse Reduction Plan
• Investigate practical, purposeful and affordable environmentally friendly alterations and/or activities
• Incorporate Environmental aspects into all COGS units
• Apply for water tanks, solar systems and irrigation system through the governments National Solar/Water Tank Program
• Student monitoring and conducting sustainable practices throughout the school.

Our success will be measured by:
• Purposeful and supportive SEMP produced and implemented
• Sustainable practices are monitored, implemented and regularly evaluated
• Sustainable School practices introduced resulting in reduced Utility (gas, water, electricity) usage/costs and less waste for disposal
• Water tanks, environmentally friendly toilets and irrigation system installed, providing grassed play areas
• Environmental activities incorporated into every COGS Unit.
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)
Sally Livermore (Classroom Aide)
Cheryl Dominguez (President School Council)
Adele Richards (President P&C)
Emily and Maddy Dundas (SRC Representatives)

School contact information

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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: