Tabulam Public School
Annual School Report 2014

SAFE
RESPONSIBLE
RESPECTFUL
School context statement
Tabulam Public School (enrolment 60) has a diverse school community characterised by a significant Aboriginal enrolment (70%), isolation and socio-economic disadvantage.

The school has a strong partnership with the local community and is focused on high expectations and student achievement.

Student information
NAPLAN data indicates that while many students have succeeded and growth is strong, there is a need to continue to address the learning, literacy and numeracy outcomes of students to prepare them for high school.

Student enrolment profile
Tabulam Public School enrolments are steady at around 60 students.

Student attendance profile
Attendance has continued to remain (exception 2013) over 90% with steady improvement towards state average.

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

Workforce composition
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.126</td>
</tr>
<tr>
<td>Primary Part time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Early Action for Success Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.406</td>
</tr>
<tr>
<td>Total</td>
<td>11.678</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Aboriginal staff members comprise 17% of the school workforce.

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>37%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All staff at Tabulam Public School have been involved in professional learning in Literacy, Numeracy and Visible Learning. Teachers have undertaken professional learning in the new English and Mathematics Syllabus and have also taken part in ongoing professional learning around classroom implementation of literacy and numeracy. A number of staff have also attended the Stronger Smarter training.

Staff also attended training to establish foundation knowledge of Visible Learning. This is an innovative education process which we will implement in 2015.
Maintenance of teacher accreditation at proficient level is being undertaken by 70% of Tabulam teachers.

**Beginning Teachers**

Permanent and casual new scheme teachers are supported in professional learning programs to build the capacity of these teachers into the future. The courses engaged in are outlined in the above section and further in this document.

**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>30/11/2014</th>
</tr>
</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100491.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>91163.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>173126.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19827.67</td>
</tr>
<tr>
<td>Interest</td>
<td>3850.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17284.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>405744.05</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4600.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>13647.64</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6837.72</td>
</tr>
<tr>
<td>Library</td>
<td>264.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150843.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17038.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21138.80</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18751.52</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10613.41</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15825.28</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>259560.76</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>146183.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014**

**Principal’s Message.**

Our student performance in 2014 has been strong with students we have seen strong growth in student outcomes, particularly in literacy. Our PLPs have assisted parents, carers and school staff to make a difference in the educational growth of students.

Student application to learning is constantly improving and we are planning to build on this next year. Student growth for reading, writing, grammar and punctuation between years 3-5 is higher than the state and the region; as is student growth from year 5-7 in reading, spelling and grammar and punctuation.

Students have achieved highly in the sporting and artistic fields, as well as showing their strength in leadership, public speaking and community performances.

We thank everyone who has been a part of supporting Tabulam Public School students in 2014 and invite you to continue the learning journey with us in 2015 and beyond.

**Student representative’s message**

Tabulam Public School’s Council for 2014 included two school captains and two prefects. Each term there are also two class representatives selected and voted for by each class who also become members of the School
council. For each meeting held once a fortnight on a Friday captains and prefects are allocated roles. We have president, vice president, secretary, chairperson and treasurer. This year the Student council is most proud to have raised money for a number of causes including, a very special cause to us which was supporting Mrs Bailey, WOW day, The Westpac Helicopter, Jeans for genes day, and crazy hair day. The Student council also donated the new 2014 Guinness Book of World records to the library on Presentation day.

Parent and Community’s message

In 2014, with the support of students, staff, families, community members and business sponsors, the P & C has continued to raise funds for the school, support and cater for school celebrations, and provide healthy, affordable meals canteen and affordable uniforms.

The P & C donated $2788.18 to the school in 2014 towards: making excursions more affordable for families; a Leadership Conference for Captains and Prefects; Presentation Day, including presenting graduation jackets to all year 6 students; NAIDOC Day; Breakfast Club.

The P & C also used funds raised through food stalls and raffles to help keep uniforms and presents for Mother’s and Father’s Day stalls affordable. The P & C would like to thank the school community for its continued support of P & C fundraising.

The ‘Tabulam Tucker Tin’ continues to provide a healthy, affordable menu to students and staff throughout the year. On traditional school celebration days, including sports events, treat foods were also provided. The P & C would like to extend appreciation to all the volunteers who staffed this service.

On behalf of the school community, the P & C would like to extend their thanks to Tabulam CWA who donated $100 towards fruit for Breakfast Club.

Ideally, the P & C should represent as many people in our school community as possible. Further, involvement in P & C activities can help members learn new skills. The P & C would like to extend a warm welcome to new members in 2015.

Tabulam Public School P & C Association

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Arts

Tabulam Public School is very active in the area of the Arts. We have a well-founded Arts program which includes involvement in the Department of Education Public Speaking, the Casino Performing Arts Festival, the Wakakirri story dance challenge and the regional Gifted and Talented art workshop at Casino West Public School.

Students also take part in quality, weekly lessons in the areas of Creative and Performing Arts including painting, craft, music, drama, movement and dance. Many of these activities relate to class themes, assembly items and special community occasions, including Easter Hat parade, Senior Citizens week and Christmas craft day. Students also have the opportunity to take part in the Christmas choir as an extra-curricular activity.

In 2014 students had the opportunity to participate in the building of a school billy cart which was raced at the Kyogle Father’s day celebrations, with our drivers having a very successful day in all categories.

All students at Tabulam have the opportunity to perform at and run class assemblies.

Sport

Tabulam Public School offers students a range of sporting opportunities. In 2014 every student participated in sporting activities and a number of students achieve great results in competitive sports.

Annual carnivals were held for Swimming, Cross Country and Athletics, with all students participating. Tabulam Public School was represented by students at District and Zone for Swimming and at District, Zone and Regional for Cross Country and Athletics. Tabulam hosted the District Athletics Carnival for 2014 and it was a very successful day.

All students took place in Daily Fitness throughout the year and whole school sport on a Friday. Grant Martin hosted football for both the senior and junior boys throughout the year on a Friday as part of sport.

All students participated in the Premier’s Sporting Challenge. All students received a Gold or Diamond Award for their efforts.

We had visiting sporting activities involving skipping this year. We had a visit from Jump Rope Jill and we participated in the Jump Rope For Heart Outreach Schools Program, where we participated in an interactive jump rope session and received resources to continue the teaching of jump rope in the school.

Pen-pal Program

Tabulam Public School’s Pen Pal program was successful in 2014. All students participated in the letter writing process with a Pen Pal from Merrill Lynch Law Firm in Sydney. Students received a letter and book from their Pen Pal each term and responded with their own letter. The students were excited each term to receive a new letter and book from their pen-pal. The program has been successful in teaching the students about the letter writing process and encouraging an interest in reading. The program will be continued in 2015.
Significant programs and initiatives – policy

Aboriginal education

Aboriginal Early Language Development Program (AELDP)

The AELDP has been an integral program at Tabulam Public School for the past 20 years. The Aboriginal Education Resource Teacher (AERT) is an additional teacher employed at Tabulam Public School to run the AELDP along with the assistance of the AEO and AESS.

In 2014 this program has allowed for the AERT to be involved in the teaching of small intensive literacy and numeracy groups that focus on improving Aboriginal student’s specific literacy and numeracy outcomes, as well as team teaching with a number of staff. All programs have been developed and implemented using the NSW Quality Teaching Framework and have a strong Aboriginal perspective. All classes participate in Aboriginal Studies classes.

In 2014 a number of photos and videos have been taken to document special and important events occurring at Tabulam Public School and the local community. This year we have been fortunate enough to support surrounding schools by hosting a district NAIDOC DAY, a Cultural Awareness Program for surrounding schools, and Sorry Day. We have taken part in the Deadly futures program in Casino to encourage students to have aspirations for their future. We have also documented many of the activities and festivities we have had at school just for Tabulam students. The photos and videos that are captured during these events are used to support both students and teachers in the classroom by providing stimulus. They are also used to create books and digital art forms that are being used to help improve student’s literacy outcomes.

Aboriginal Education Committee - AEC

The AEC is a committee which monitors Aboriginal Education and Cultural events at Tabulam Public School. The committee is also responsible for creating locally based resources for use in all of our classrooms. It is made up of the, AERT, AEO, AESS, principal and community members are encouraged to attend meetings every Friday. The role of the AEC is to monitor and assist in the improvement of learning outcomes for Aboriginal students.

In 2014 the AEC, in consultation with the local AECG, organised a number of cultural events. Each year the AEC is responsible for organising the Annual NAIDOC celebrations inviting schools from the local area. Staff and students are involved in a number of cultural activities with the assistance of community members.

Multicultural education and anti-racism

Multicultural Education is integrated as part of the curriculum at Tabulam Public School. All students are exposed to a variety of cultures through their learning across the Key Learning Areas.

We continue to support our local CWA organisation. This year students explored the country of Botswana Each class was asked to enter a work piece ranging from a colouring in picture depicting what Botswana is famous for, to creating a pamphlet or booklet about Botswana. Students also attended the Multicultural Day at Bonalbo in Term 3 experiencing aspects of a variety of cultures.

Anti Racism

All staff are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. All teaching and non-
teaching staff contribute to the eradication of racism by promoting acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours. Any complaints about racism are referred to the Anti Racism Contact Officer and dealt with through the Complaints Handling Policy.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

We have strengthened partnerships and genuine collaboration between schools, Aboriginal families and Aboriginal community organisations through attendance at local AECG meetings, developing communication with the Local Land Council and the presentation of a cultural awareness program in term 2 in partnership with the local community.

Tabulam Public School engages an Aboriginal Education Officer and an Aboriginal Education Student Support staff member to support the quality of teaching and learning for Aboriginal students and to celebrate and sustain an inclusive and positive school culture.

Our transition to school program has been very effective in supporting Aboriginal student school readiness.

Tabulam Public School attendance programs and Personal Learning Plans (PLPs) continue to successfully engage students and their families to work together towards improved learning outcomes for all.

**Socio-economic background**

The continued implementation of our Personal Learning Plans (PLPs) for all students has raised the expectations of students, teachers, families and communities and increased the effectiveness of classroom and school organization.

Extra teaching staff have been engaged to enable ongoing professional learning for all staff; improving the quality of teaching and learning whilst supporting students to achieve improved learning outcomes.

Funding has also enabled Tabulam Public School to enhance student access to experiences in the wider world and a wider range of curriculum experiences.

The Transition to School Program was implemented this year from Term 1 to Term 4 every Monday at Tabulam School. The Transition Program is a structured program which provides exposure and practise in school routines and skills that are essential for a successful and happy transition to Kindergarten. The Transition Program also provides an opportunity for the individual assessment of each child’s ‘school readiness’ which in turn provides our Kindergarten teacher with a more comprehensive picture of the children who will be commencing Kindergarten in 2015. Regular communication between the Transition Program Teacher and the Pre-School Director was also successfully maintained throughout the year. Appropriate Community Health Care Agencies that included a Speech Pathologist, Hearing and Vision checks and a Paediatrician were also accessed regularly by children and their families who participated in this program.

Resources that were age and developmentally appropriate were provided and taken home every Monday. Positive feedback regarding the resources came from both the children and their families. Transition students also took part in the School’s end of year Presentation Day where they received their ‘Graduation’ certificates and a book.
**Low Level Adjustment for Disability**

Throughout 2014 the Learning Support Team (LST) and the Learning and Support Teacher (LaST), in consultation with classroom teachers, parents and caregivers and various service providers developed programs to address targeted student’s needs.

Individual Reading Programs- were developed and successfully implemented by the LaST each term throughout the year. Pre and Post assessment data showed students were able to achieve significant results in a short period of time. Data showed that students were averaging a gain of 6 reading levels per term. Teachers also noted an increase in student confidence and engagement with new learning generalizing into improved class spelling and writing.

Individual Learning Programs (ILP) are carefully monitored throughout each term by the Learning Support Team at regular intervals. The LaST makes regular contact with the classroom teachers, parents and caregivers and service providers during the processes of referral, assessment, monitoring of student progress and the development and adjustment of programs as needed.

The Learning Support Team met throughout the year on a regular basis to review and monitor those students who are receiving Integration Funding, Hearing, Learning and/or Behaviour Support. The Learning Team worked in conjunction with various outside agencies including staff from North Coast Community Health, Paediatrician, School Counsellor, other Health Care Agencies and Itinerant Support Teachers to ensure that these targeted students and their families were provided with extra support, programs and ongoing access to the appropriate services.

**Other significant programs and initiatives**

**Early Action For Success (EAFS)**

Early Action for Success (EAFS) has been implemented K-2 at Tabulam since July 2012.

EAFS is a State Government initiative to improve achievement for all students in Literacy and Numeracy Outcomes by regular analysis of student and teacher data to set targets.

An Instructional Leader is positioned at the school for 3 days a week to work with the Principal and teachers to guide the program.

Teachers in 2014 have accessed training in Targeting Early Numeracy (TEN) and Literacy Learning and Language (L3) for students in their first year of school.

The training involves teachers implementing tasks in the classroom that are a reflection of Quality Teaching. Student progress is monitored on PLAN and analysed collaboratively.

Student data is collected every 5 weeks for teachers to analyse for student success against set Benchmarks.

In Literacy, student achievement in Reading has moved out of the lowest levels and most students are achieving at or above Benchmarks for their year.

In Numeracy, all students have achieved the EAFS targets in Early Arithmetic Strategies.

Appropriate reading and mathematics resources have been purchased for the students.

TEN training encourages students to develop mental computation with numbers to first 10, 20 30 or 50 but also to 100 & 1000. Dice, domino, number cards and games are integral to the program.
The program continues in 2015 with the initial aim to have students maintain their 2014 gains at the 5 week data collection.

**Reading Recovery**

Reading Recovery is an early intervention program designed for Year 1 students who are not progressing in reading and writing. The purpose of the program is to teach children how to independently use a variety of useful problem solving strategies when reading and writing in the classroom.

When accessing this program in 2014, students were able to secure early reading strategies and made great improvement in letter and word recognition and hearing and recording sounds across reading and writing. These skills along with the development and use of a variety of problem solving skills help the children to maintain their progress in reading and writing when returning into the classroom.

The year 1 students who have participated in the program have been very keen and hardworking students and achieved pleasing improvements.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff and community meetings
- School and community surveys
- Regular feedback from parents/carers

**School planning 2012-2014:**

**School priority 1**

Decrease the number of students in lower 2 bands in NAPLAN Reading. 33% of students to be reading at a stage appropriate level.

**Outcomes from 2012–2014**

Sound Progress.

**Evidence of achievement of outcomes in 2014:**

- 36% of students reading at or above appropriate reading cluster in year 5
- Yr 3 made sound progress but did not achieve this target.
- Year 5 had 60% of students in band 5 and above.

**Strategies to achieve these outcomes in 2014**

- PLP’s with all students & carers
- Intensive, supported small literacy and numeracy groups
- Implementation of whole school Super 6 strategies for comprehension and Focus on Reading routines strategies
- Employment of Aboriginal Education Student Support personnel.

**School priority 2**

For school reading and numeracy growth to be equal to or greater than state average in 2013-2014, Years 3-5 and 5-7.

**Outcomes from 2012–2014**

Strong progress made, achieved in the area of literacy.

**Evidence of achievement of outcomes in 2014:**

- Growth for reading, writing and grammar and punctuation yr3-5 and yr5-7 greater than state average.
- 60% students 5-7 had higher than state growth for numeracy.
- Year 3-5 in numeracy did not achieve target.

**Strategies to achieve these outcomes in 2014:**

- Assess and map all students on continuum in PLAN, use of student learning plans.
- Focused professional learning for staff in Numeracy.
- Implementation of whole school Super 6 strategies for comprehension and Focus on Reading routines strategies.
- PLP’s with all students & carers.
- Intensive, supported small literacy and numeracy groups.
- Employment of Aboriginal Education Student Support personnel.

**School priority 3**

- 33% of students at or above appropriate stage cluster in working mathematically and number and algebra

**Outcomes from 2012–2014**

Target exceeded; high achievement

**Evidence of achievement of outcomes in 2014:**

45% of students are working at or above stage appropriate cluster in numeracy.

**Strategies to achieve these outcomes in 2014:**

- PLP’s with all students & carers.
- Whole school analysis of local and national assessment data.
- Implementation of Taking Off With Numeracy (TOWN), Targeted Early Numeracy (TEN) and Count Me In Too games for numeracy.
- Teacher professional learning in Numeracy teaching.

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**Future directions 2015-2017**

**School Plan**

*NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.*

In order to develop the new School Plan we have engaged in community consultation and review with the AECG, P&C, parents, carers staff and students; reflecting on our school vision, strengths in the areas of teaching, learning, leading, culture and community and what we could do better.

Staff and community consultation and reviewed: where are we? What is in place? Where do we want to be? How do we get there?

Student surveys results showed that students think a good learner is someone who is ‘good’ at school, there was a lack of understanding about what a good learner does in their learning. To counter this we are implementing ‘Visible Learning’ in our school in 2015.

School satisfaction survey demonstrated that the majority of school community members thought the school staff had the education and well-being of Tabulam students as our focus.
Principal colleagues and supervisors have reviewed and given feedback on the new School Plan.

The school has undertaken a 5 weekly data input for literacy and numeracy for all students forming the basis for future instruction and PLP reports. We have also conducted data collection to inform our Visible Learning process.

**Strategic Directions and purposes 2015-2017.**

**Strategic Direction 1.**

**LEARNING:** To improve learning outcomes for all students in the areas of Literacy and Numeracy

**Purpose:**
To enable all students to develop the necessary literacy and numeracy skills to be successful 21st century learners through the development of quality literacy and numeracy programs, effective staff professional development, community partnerships and strength based learning.

**Improvement Measures**
- students working at or above appropriate stage level in literacy and numeracy to increase by 10%, as evidenced on PLAN
  - Reading: to 50%
  - Writing: to 44%
  - Numeracy: to 75%

- students displaying expected growth or above to increase by 10% as evidenced on PLAN
  - Reading: to 78%
  - Writing: to 64%
  - Numeracy: to 46%

- NAPLAN: Increase students achieving in top 3 bands

- Year 3
  - Numeracy 25% to 35%
  - Reading from 0% to 20%
  - Writing from 25% to 35%
  - Spelling from 50% to 60%
  - Grammar and punctuation from 0% to 25%

- Year 5
  - Numeracy from 20% to 30%
  - Reading from 40% to 50%
  - Writing from 40% to 50%
  - Spelling from 40% to 50%
  - Grammar and punctuation from 20% to 30%

**Strategic Direction 2.**

**TEACHING:** To improve staff capacity in the delivery of quality teaching and learning.

**Purpose:**
To support all staff with professional learning to enhance staff capacity in the delivery of quality teaching and learning; ensuring the development of explicit systems for collaboration and feedback to sustain quality teaching practice combined with an understanding of high expectations relationships.

**Improvement Measures**
- NAPLAN data Literacy and numeracy.
- Lower 2 Bands Decrease by 10%
- Growth: Increase growth between years 3 and 5 in numeracy from 56% to 70%
Increase growth between years 3 and 5 in spelling from 66% to 75% 

- Maintain strong growth figures in reading, grammar and punctuation and writing (all of which are higher than state growth)

**Strategic Direction 3.**

**LEADING:** Fostering engagement in Learning through the implementation ‘Visible Learning’ practices across the school.

**Purpose:**
To develop teaching and learning practices which foster student centred learning and a sense of being a confident learner.

For explicit teaching and learning to encourage the learning dispositions required to develop successful learners who are resilient, know their strengths and areas for improvement and an understanding of where to next for their learning.

- 100% students represented on and understanding data walls for numeracy and writing.
- Data shows all students progressing at or above appropriate levels: students working at or above appropriate stage level in literacy and numeracy to increase by 10%, as evidenced on PLAN
  - Reading: to 50%
  - Writing: to 44%
  - Numeracy: to 75%

**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.

Lesley Mills; Principal
Kelly Gardner; Teacher
Tammy Wilkinson; Teacher
Naomi Elwell; Teacher
Leanne Hore; Teacher
Carmel McGrady; Aboriginal Education Officer
Nancy Martin; School Administration Manager
Selina Hickling; Aboriginal Education Support Staff. A.E.C.G. representative.

**School contact information**

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School Code: 3145

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