2008 Annual School Report
Central Tilba Public School

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

Students
Central Tilba Public school had an enrolment of 45 students at the end of 2008, which included 27 boys and 18 girls. In 2008 there were two classes, a Kindergarten to Year Two class of nineteen students, and a Years Three to Six class of twenty-six students.

Staff
Central Tilba Public School had a teaching principal and one other full-time teaching position. A casual teacher was employed two days per week to fill the positions of librarian, relief from face-to-face, and Principal's relief. A School Administration Manager was also employed three days per week.

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

Significant programs and initiatives
Our initiatives in 2008 related to:

- The Arts
- Sport
- Specific Initiatives

During 2008, Central Tilba Public School ran a number of significant programs:

- Public Speaking and Chess
- Music

Student achievement in 2008

Literacy – NAPLAN Year 3
Results in Year 3 NAPLAN Literacy were equal to those of the last five years at this school.

Numeracy – NAPLAN Year 3
Results in Year 3 NAPLAN Numeracy were equal to those of the last five years at this school.

Literacy – NAPLAN Year 5
Results in Year 5 NAPLAN Literacy were equal to those of the last five years at this school.

Numeracy – NAPLAN Year 5
Results of Year 5 NAPLAN Numeracy were equal to those of the last five years at this school.

Messages

Principal's message
Central Tilba Public School seeks to provide a safe, supportive and caring environment that enables students to achieve to their full academic, cultural, sporting and social potential.

This is achieved by:

- The provision of a broad and balanced curriculum;
- Providing students with challenging and enjoyable learning experiences;
- A comprehensive student welfare policy;
- Networking with other school and learning communities to break down isolation barriers; and
- The commitment of professional staff members working closely with parent and community groups.

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.

John Carter

P&C and/or School Council message
2008 has been a steady year for the P&C. We once again held a successful stall at the Tilba Easter Festival where some new foods were trialled with a good response, raising approximately $1,200. Members of the P&C helped the students create some magnificent, giant rainbow birds which flew in the street parade, reigniting involvement in the parade by the children of Tilba School.

Our ever reliable cookbooks and community tins continued to provide valuable monies for the P&C and for this we thank the wider community of Tilba and surrounds.

These funds were used to contribute to the primary class excursion to the snow, an amount of $4,500 which greatly reduced the cost to individual families. The P&C assisted with transport costs for Central Tilba School's representatives to the State Swimming and Small Schools Soccer Finals, both of which were held in Sydney.

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.

John Carter
The P&C has and will continue to help the music program, and we hope to expand the provision of new ventures in extracurricular activities for the students in 2009.

Fran Ballard

Student representative’s message

Children were asked to comment on their impressions of Central Tilba Public school. Their comments are as follows:

- “We have a small school but everyone is friends.” (Hannah Beard – Year 3);
- “I have been to two schools and Central Tilba is by far the best.” (Whitney Hay – Year 4);
- “We have forty-five students in our school and they are all friendly, happy and joyful.” (Meg Hawken – Year 3);
- “I have been at Central Tilba Public School for six years and I have been very happy. It is the best.” (Georgia Hawken – Year 5);
- “The school is very good to go to.” (Nick Carter – Year 3); and
- “I have been to many schools and by far Tilba is the best.” (Brydie Rugendyke – Year 5)

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

The number of students at Central Tilba Public School increased significantly during 2008, but will decline slightly in 2009. This is due to six students leaving for high school, while three students have enrolled for kindergarten in 2009. In addition, several families will be leaving the area at the end of the 2008 school year.

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>20</td>
<td>13</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.8</td>
<td>91.3</td>
<td>93.6</td>
<td>94.1</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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.

Central Tilba Public School

<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>3-4-5-6</td>
<td>4</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes

In 2008 Central Tilba Public School had two classes, one comprising nineteen children from Kinder to Year Two, and the other comprising twenty-six students from Years Three to Six.

Staff information

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

Central Tilba Public School remained a PP5 school and was staffed by two full-time teaching positions. The Principal’s teaching position was included in this allocation. In addition, a casual teacher was employed two days per week to cover the positions of primary part-time, release from face-to-face, Principal’s relief and librarian.
Staff retention
In 2008, Central Tilba Public School received the same staffing allocation as in 2007. Both Principal and full-time teacher, and the associated additional allocations, were unchanged.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff at Central Tilba Public School, as determined by the Department, was consistently high.

The staff attendance figure is not reported as the number of teachers in the school is smaller than the threshold for which the information is provided.

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>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55 776.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 389.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20 988.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19 818.74</td>
</tr>
<tr>
<td>Interest</td>
<td>3 972.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 242.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>144 188.29</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>15 758.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 629.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 026.67</td>
</tr>
<tr>
<td>Library</td>
<td>774.93</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28 305.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6 210.16</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13 449.81</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 111.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 368.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2 342.92</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>88 979.43</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>55 208.86</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.

School performance 2008
Central Tilba Public School sought to involve its students in a wide range of educational, cultural, social and sporting endeavours during 2008 by promoting participation and achievement.

Due to the school’s small enrolment, many children were given opportunities to participate and achieve that they may not have been given in a larger school.

Achievements

Arts
Through community and teacher involvement in the area of arts, achievements included:

- The provision, through regular School Assemblies and Open Days, for all
Children were given the opportunity to participate in a wide range of sports and physical activity at Central Tilba Public School. Through school-based programs and participation in PSSA activities, achievements included:

- Participation in school carnivals with Bodalla (Swimming), Quaama (Athletics) and our own Cross Country Carnival;
- In swimming, the small schools relay team of Max Carter, Sophie Waddell, Nicholas Carter, Kirsten Oldroyd and Nicholas Facchetti competed at State level;
- Central Tilba Public School won the Handicap Shield at the District Swimming Carnival;
- Max Carter was the Senior District Swimming Champion;
- Central Tilba Public School finished second in the Handicap Shield at the District Cross Country Carnival;
- Sophie Waddell finished first in the 12 Years Girls District Cross Country Carnival and represented at the Regional carnival, finishing 22nd of 72 competitors;
- The small schools soccer team defeated Towamba, Yerong Creek and Bedgerabong Public Schools to reach the State finals in Sydney, finishing fourth;
- Eleven students competed at the District Athletics Carnival and thirteen at the District Cross Country Carnival;
- Max Carter was selected in the Eurobodalla Soccer team which competed at the South Coast Championships;
- All students (K-6) participated in the Premier’s Sporting Challenge, achieving Gold Certificates;
- A team of primary students competed successfully at the Austag Gala Day;
- A successful Olympathon was held at Central Tilba Public School as part of their study of the Olympics;
- All children participated in a Rugby League Clinic; and
- Our parents won the annual tug-o-war at the Quaama Sports Day!

Other
Children at Central Tilba Public School were given the opportunity to participate in a wide range of academic and social activities. Achievements included:

- A successful overnight playground camp for all students and parents;
- A three day excursion to Jindabyne for Years 3-6, which included a day of ski instruction;
- One day excursions by the K-2 class to Narooma (to inspect local community services) and Merimbula/Pambula (bowling and gymnastics);
- A whole school picnic day to the movies and Island View Beach Resort;
- Year Six students represented our school at the Eurobodalla Braidwood Learning Community Leadership and Visual Arts camps, and an Environmental Day;
- The participation by many students in the local ANZAC Day service;
- Nicholas Carter gained a Highly Commended award at the District Final of the Multicultural Perspectives Public Speaking Competition;
- Sophie Waddell won first prize in the Tilba Festival and Tail Waggers Art competitions;
- A team of Year Six students won the Eurobodalla Braidwood Learning Community small school’s Academic Challenge;
• The Year Six Student Council held a mini-fete which raised $350 for the Clark Family Appeal;
• A Crazy Hair Day was held which raised $80 for Cancer Research;
• Nation-wide academic competitions run through the University of NSW resulted in the following Credit passes – Hannah Beard (Computer, Maths and Writing), Nicholas Carter (English), Max Christmass (Mathematics), Lachlan O’Neill (Spelling), Sophie Waddell (Writing and Science), Nicholas Facchetti (Mathematics and Science) and Max Carter (English, Mathematics and Spelling);
• Year Six students received Leadership Awards at the Eurobodalla Braidwood Learning Community Awards Dinner. Linda Lonergan was awarded a Public School Ambassador badge for her services to public education;
• Central Tilba Public School won the Gulaga Learning Community Public Speaking Shield;
• Luka Potts-Haack successfully completed the Premier’s Reading Challenge; and
• Sophie Waddell, Nicholas Facchetti and Max Carter participated in Narooma High School’s Maths ‘Linkages’ program.

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 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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In 2008, seven students from Year Three and five students from Year Five completed the NAPLAN Assessments.

The small number of students does not allow for individual results to be published for privacy reasons. However, information related to school averages over the 2005 – 2007 period can be published.

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](chart1)

![Percentage of students in bands: Year 3 writing](chart2)
**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 numeracy</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<td>5</td>
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<td>6</td>
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</tbody>
</table>

**Literacy – NAPLAN Year 5**

Year 5 NAPLAN results for Central Tilba Public School are not shown as less than ten students have completed the assessment from 2005-2007.

**Numeracy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 5 numeracy</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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</tbody>
</table>
Progress in literacy
Because of the small number of students, this data cannot be published due to privacy reasons.

Progress in numeracy
Because of the small number of students, this data cannot be published due to privacy reasons.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Central Tilba Public School continues to provide a structured public speaking program that encourages all students to speak to an audience. Through the giving of news, preparing speeches for assemblies, impromptu talks and organised competitions, all students have developed in both oral skills and speech writing skills. In 2008, children represented their school at:

- The Multicultural Perspectives Public Speaking competition; and
- The Gulaga Learning Community Public Speaking competition.

Aboriginal education
During 2008, the significance of our Aboriginal heritage was demonstrated at Central Tilba Public School through:

- The display of the Aboriginal and Australian flags during Weekly Assemblies;
- The purchase of a second flag pole so the Aboriginal flag can be flown daily;
- The ‘Acknowledgement of Country’ which precedes all major school events, assemblies and presentations;
- Commemorating National Sorry Day on the 13th February, 2008;
- Cultural visits by the District Aboriginal Officer, Rod Slockee; and
- Ensuring that an Aboriginal perspective is taught in all Key Learning Areas.

Multicultural education
Entry into the Multicultural Perspectives Public Speaking Competition gave all primary children the opportunity to explore different cultural issues, with each child presenting a speech to parents and peers.

Respect and responsibility
Central Tilba Public School has a well developed Student Welfare Program which encourages students to exercise rights and responsibilities in a school setting. The Department of Education’s Core Rules for students has been incorporated into this policy. Central Tilba Public School actively fosters a sense of community and family between students and staff.

Other programs
Music
Central Tilba Public School has an excellent Music Program that is jointly funded by the school and P&C Association. All students are given the opportunity to perform in singing and dance and to play a variety of musical instruments, culminating in senior students playing in their own rock’n’roll band. Through assemblies, Presentation Night and a performance for the Batemans Bay District Primary Principals’ Association, children were able to regularly perform and showcase their
talents. This program is ongoing within the school.

Learn to Swim Program
In Term Four children from Years One to Four took part in a ten day Learn to Swim Program. All students showed improvement over the course of the program.

Progress on 2008 targets
As part of its three year plan, Central Tilba Public School has set measurable targets. 2008 was the third year of this plan.

Target 1
To improve BST scores in Year 3 and 5 in Literacy through implementing quality teacher initiatives.

Our achievements include:
- 100% of students in Year 3 achieved Band 3 or above in the Year 3 NAPLAN
- 100% of students in Year 5 achieved Band 4 or above in the Year 5 NAPLAN

Our identified target was achieved. Our target was 75%.

Target 2
To improve BST scores in Years 3 and 5 in Numeracy through implementing quality teacher initiatives.

Our achievements include:
- 100% of students in Year 3 achieved Band 3 or above in the Year 3 NAPLAN
- 100% of students in Year 5 achieved Band 4 or above in the Year 5 NAPLAN

Our identified target was achieved. Our target was 75%.

Target 3
To improve the overall attendance of all students.

Our achievements include:
- An overall attendance rate of 94.1%.

Our identified target was achieved. Our target was 94%.

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 management and writing.

Educational and management practice
In 2008 Central Tilba Public School selected the area of Management for reporting purposes.

Background
As part of a cyclical process, Central Tilba Public School conducts evaluations on a wide range of management issues. This relates to school policies, student welfare, communication, climate and staff training and development, and how the implementation of these impacted upon the effective running of the school.

Findings and conclusions
The evaluation found that:
- Policies within the school are referred to, understood and implemented;
- There is a genuine effort to implement the various Key Learning Areas within departmental timelines;
- Staff feel professionally supported and that their professional development is valued by other staff and the community;
- Staff are encouraged to develop professionally through regular curriculum and educational courses;
- Positive and effective communication channels exist within the school; and
- There is a positive school climate, with support for the school being shown through community participation in the school.

Future directions
As a result of this evaluation:
- Staff will continue to seek professional learning opportunities supported by a specific budget;
- Policies will be updated and modified to reflect the changing nature of school and society; and
- Further opportunities will be created to invite parents and community into the school.

Curriculum
Background
As part of its Strategic Plan, Central Tilba Public School regularly evaluates aspects of its Key Learning Areas. In 2008, Writing, as part of the English Key Learning Area, was chosen.
Findings and conclusions
In 2008, NAPLAN results indicated sound progress in writing. However, analysis of data from both Year 3 and 5 indicates areas of strengths and weaknesses. Areas of strength include:

- Developing characters and setting;
- Writing for a particular audience;
- Ideas; and
- Spelling.

Areas to develop include:

- Knowledge of text types;
- Sentence structure;
- Paragraphing; and
- Vocabulary.

Future directions
As a result of the Writing evaluation, some teaching practices to be implemented include:

- A greater emphasis on explicit teaching of different text types, punctuation and sentence structure;
- Developing children’s writing through greater integration with other Key Learning Areas;
- Developing realistic opportunities for children to write meaningful and relevant texts; and
- Providing greater opportunities for children to share their writing.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

The high level of attendance of parents at School Assemblies, Open Days and special events indicates a high level of interest and involvement in school events. A slight decline in numbers at P&C Meetings led to a change in the times of meetings which will be trialled during 2009.

Parents, teachers and visitors to the school have often commented on the feeling of community that exists in the school and the manner in which age and grade barriers are broken down in a small school setting.

In 2008 the vast majority of comments by parents have been positive. The school has sought to act proactively on concerns by parents, students or teachers.

Professional learning
During 2008, all staff were involved in professional learning activities that related to the 2008 School Plan. Professional Learning Funds were used to focus on the areas of Leadership and Quality Teaching.

Staff attended course on:

- Quality Teaching
- Autism Learning Support
- Best Start Kindergarten Assessment
- Literacy

School development 2009 – 2011
In 2008, all NSW public schools were required to submit a three year plan to the Department of Education and Training that contained specific and measurable targets for the period 2009-2011. 2009 will be the first year of that plan.

Targets for 2009

Target 1
To increase levels of literacy for all students
Strategies to achieve this target include:

- Provide professional development in teaching literacy – best practice;
- Use SMART Data to inform and improve teaching and learning in literacy;
- Implement Best Start Kindergarten assessment; and
- Allocate learning assistance funding to provide additional resources to children with learning difficulties.

Our success will be measured by:

- At least 85% of students achieving at or above minimum standard in NAPLAN Literacy; and
- At least 65% of students achieving or exceeding state average growth between Years 3 and 5

Target 2
To increase levels of numeracy for all students
Strategies to achieve this target include:

- Provide professional development in teaching numeracy – best practice;
• Use SMART Data to inform and improve teaching and learning in numeracy;
• Implement Best Start Kindergarten assessment; and
• Allocate learning assistance funding to provide additional resources to children with learning difficulties.

Our success will be measured by:
• At least 85% of students achieving at or above minimum standard in NAPLAN Numeracy; and
• At least 65% of students achieving or exceeding state average growth between Years 3 and 5

**Target 3**

**To increase the learning outcomes for all Aboriginal students**

Strategies to achieve this target include:
• Implement personal learning plans for all Aboriginal students;
• Promote the Aboriginal community involvement in the school; and
• Implement DET Cultural Awareness training for all staff.

Our success will be measured by:
• Increased attendance for all Aboriginal students; and
• At least 85% of Aboriginal students achieving at or above minimum standards in NAPLAN Literacy and Numeracy.

**Target 4**

**To increase student engagement and attendance**

Strategies to achieve this target include:
• Access and implement professional learning activities which support student engagement in the areas of student well being, specific needs, curriculum development and reporting to parents;
• Use the Quality Teaching Framework to provide meaningful and relevant instruction; and
• Promote the activities of the Eurobodalla and Gulaga Learning Communities.

Our success will be measured by:
• Attendance rates maintained at state average;
• A 25% reduction in incidents of bullying; and
• 50% of students will be able to self assess and set their own learning goals.

**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.

John Carter, Principal
Laura McHarg, Staff Representative
Fran Ballard, P&C President

**School contact information**

Central Tilba Public School
Central Tilba NSW 2546

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Fax: 4473 7469
Email: centrtilba-p.school@det.nsw.edu.au
School Code: 3214

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: