



Education &  
Communities



5459

# Tallowood School Annual School Report 2014



## School context

Tallowood School is a Public Private Partnership (PPP) SSP School (School for Specific Purpose) located in Kellyville. The school enrolls students from Kindergarten to year 12. The current enrolment is 99 students. All students have a moderate or severe intellectual disability and many students have additional physical and sensory disabilities, autism or other syndromes. The school population is drawn from seven local council areas including The Hills, Holroyd, Parramatta, Blacktown, Penrith, Hawkesbury and Hornsby. The school opened in 2004 and is purpose built with a range of facilities. It provides a safe, attractive and caring learning environment for our students. Every student has a Personalised Learning Plan (PLP/IEP), designed in collaboration with families / carers and allied staff, to identify specific learning priorities for each student. Our skilled staff use a holistic approach to 'differentiate' the Board of Studies NSW Australian Curriculum for educational programs and activities in the key learning areas to meet the individual learning needs of our students. Our school has a range of innovative programs including vocational work experience, hydrotherapy, Riding for the Disabled (RDA), sailing, Zumba classes, Tallowood farm and community access programs. The school is generously supported by The Hills business community and outside agencies.

## Principal's message

This 2014 Annual School report outlines the continued achievements of our students. 2014 saw the ten year anniversary of Tallowood School. Celebrations included a ten year anniversary fete and a dinner attended by current and past parents and staff.



Our wonderful staff provide a range of engaging teaching and learning programs that are age appropriate and challenging. Our school is well resourced.

This Annual School Report aims to report to our school community on the achievements and events of the year. I certify the information in this report is a result of rigorous school self-assessment and is a balanced and true account of the school's achievements and areas for future development.

## P & C president's message

This year saw a changing of the guard for Tallowood P&C with new members joining the committee and long serving members departing. I would like to thank those who have assisted over the years and in particular thank John Butler for his years of service as president.

## P&C Support

From the monies raised this year by the P&C \$600 was contributed to the year 12 Graduation function.

## Fund Raising

This year the P&C ran the cake stall at the Rattle 'n' Hum Car Show which raised \$1540 for the school which was a remarkable effort given the near freezing conditions and wintery winds on the day.



In addition to the money raised by the P&C at the cake stall, an additional \$2300 was raised by Michelle and Matthew Wright, Wrights Butchery, at their hot beef, lamb and pork roll stand.



A total of \$840 was raised by Gavin Syme with the sale of his Hub Cap clocks.



The school's Ten year Anniversary Fete was a great success with the P&C running a sausage sizzle. In total over \$5000 was raised from the fete for our school. These funds contributed to the costs of installing the playground equipment and sail shades under the cola area.

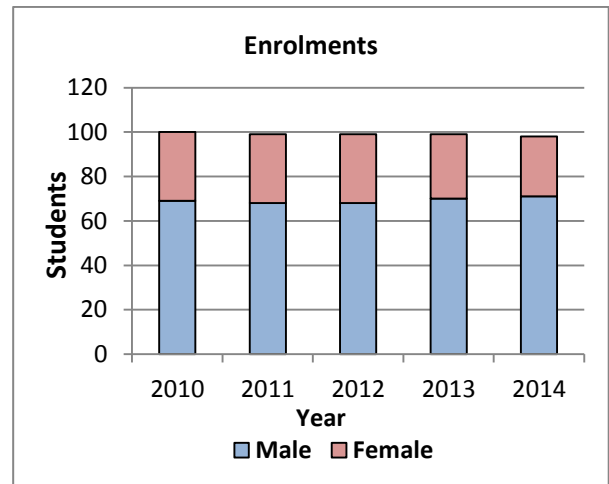


**James Rosten**  
P&C President

### Student enrolment profile

Tallowood School has sixteen classes. The school was at maximum enrolment during 2014. Approximately 40% of students are in years K-6; 60% are in years 7-12. All students have an intellectual disability. 20% of students have a diagnosed moderate intellectual disability and 80% have a diagnosed severe intellectual

disability. 33% of students come from language backgrounds other than English.



### Management of non- attendance

The school adheres to the attendance policy of the NSW Department of Education and Communities. Procedures are in place for partial attendance, the late arrival and early departure of students, reporting absences with either medical certificates or absentee notes. Parents are informed via the newsletter of their responsibilities in ensuring the attendance of their child. Regular roll checks are undertaken to ensure compliance and staff have ongoing training on attendance procedures.

### Year 12 students attaining HSC or equivalent Vocational educational qualification

Six students were awarded their Higher School Certificate (Life Skills). Their achievements were celebrated by over 110 students, families, friends and staff at a graduation evening.



### Post School destinations

Our graduating students have transitioned into their 2015 post school option programs. In 2015 students will be attending Northcott Services, DSA Blacktown, Opal Cottage Richmond, North West Disability Service or Inala.

Students in stages 4, 5 and 6 participated in school based vocational programs.



These programs included vegetable and fruit boxes, milk bar, salad making and café.

Some students worked on a weekly basis in supported work placement outside the school. No students were involved in open vocation or trade programs.

#### Year 6 Celebration

Over 60 people attended a year 6 celebration event for our 9 students who completed their primary schooling years.



#### 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

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12
Teacher Librarian	0.6
Teacher RFF	1.428
Teacher of ESL	0.2
School Counsellor	0.2
School Administrative & Support Staff	2.282
School Learning Support Officers	16
General Assistant	1
Total	39.51

In 2014 no indigenous staff members worked at Tallowood School.

#### Workforce retention

The school has a relatively stable workforce. The majority of staff continued from 2013. During 2014 one teacher moved interstate and resigned. A teacher relieved as an assistant principal at another SSP school all year. An assistant principal relinquished her executive position. One School Learning Support Officer retired.

#### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	55%

#### Professional learning and teacher accreditation



Professional Learning at Tallowood School in 2014 developed the capabilities of teachers to provide engaging, authentic learning programs for students, based on current DEC best practice. Professional Learning funds were expended as shown in the table below:

Allocation: \$13,556.80

Total expended: \$13,556.62

Area	Amount	%
Visual arts	220.00	1.6
Finance	501.88	3.7
PDHPE	532.41	4.0
Communication/website	884.29	6.4
Literacy (reading)	1072.97	8.0
Australian Curriculum - English	1258.39	9.3
Accreditation at higher levels	1900.61	14.0
Executive conferences	2576.76	19.0
PBL	4609.31	34.0

Average expenditure per teacher was \$677.83 School Development Days were attended by all staff, including School Learning Support Officers and covered the following training:

Term 1	Term 2	Term 3	Term 4
Child Protection update	CPR	Infection control	Fire and Evacuation training
Code of Conduct	Art workshop	Live Life Well - Sportsability	Anaphylaxis
Functional Behavioural Analysis training			Using Program Builder
			Scope and Sequence planning

Weekly professional learning afternoons for teachers included training in reading readiness and Reading My Way, maintaining accreditation, school planning, the Australian Curriculum, using iPads for communication, teaching a 'yes'/'no' response and Great Teaching, Inspired Learning.

In 2014 three teachers were working towards accreditation at Proficient, four teachers achieved accreditation at Proficient and three teachers were maintaining accreditation at Proficient. In 2014 no teacher sought voluntary accreditation at Highly Accomplished or Lead.

### Beginning Teachers

Three beginning teachers in their first year and two in their second year were funded in 2014. Funds purchased additional time for programming and support sessions with team leaders, professional learning activities, classroom observations and resources.

### Financial summary

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

Date of financial summary	30/11/2014
<b>Income</b>	\$
Balance brought forward	187,850.02
Global funds	265,131.16
Tied funds	173,488.80
School & community sources	234,357.49
Interest	6,973.30
Trust receipts	2,540.95
Canteen	0.00
<b>Total income</b>	<b>870,341.72</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	46,193.26
Excursions	17,022.74
Extracurricular dissections	45,905.28
Library	4,442.67
Training & development	3,494.07
Tied funds	169,960.96
Casual relief teachers	102,360.32
Administration & office	122,221.98
School-operated canteen	0.00
Utilities	58,859.32
Maintenance	54,078.61
Trust accounts	2,409.59
Capital programs	34,136.00
<b>Total expenditure</b>	<b>661,084.80</b>
<b>Balance carried forward</b>	<b>209,256.92</b>

A full copy of the school's 2014 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### OUR SCHOOL – HEALTHY SCHOOL

**Live Life Well @ School** is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health. Its aim is to get more students more active more often, as well as focus on healthy eating habits.

Tallowood School became involved with the LLW@S initiative in 2013 and continued with it into 2014. Our school is committed to supporting both physical activity and healthy eating within the PDHPE syllabus and through the wider school environment. There are a range of activities including fundamental movement skills programs, Sportsability games, staff professional learning as well as our annual school sport events on and off the school site.



Our school Milk Bar provides healthy options for students and staff who wish to purchase their lunch every Friday. Several other School to Work programs such as Fruit & Vegetable Boxes, Staff Salad or Soup Day and Tables at Tallowood Café also support the LLW@S ideals.



### 2014 Annual Sports Events

Riding for the Disabled (RDA) for selected students began in early in Term 1. Two school staff accompanied the group for their hour of riding with qualified horse-riding volunteers at Tall Timbers, Box Hill.

This program provides our students with the opportunity to participate in a recreational experience that recognises and overcomes the special needs of our students.

The staff and volunteers from RDA provide a supportive, therapeutic environment where students learn to enjoy the experience of horse riding and participate in stimulating activities.



Sailability at Penrith Regatta Centre also began early in Term 1 for all students across the school. Each class or team group had the opportunity to attend on a Tuesday at least once throughout the year.



DEC Swim School began in Term 1, Weeks 6 & 7. Selected primary students participated in the annual scheme held in our school pool. They each swam for 20 minutes with a qualified instructor every day for 2 weeks.

In March, a large group of students from across the school participated in a Come 'n Try Day organised by Special Olympics at Bernie Mullane Sporting Field, Kellyville. Activities tried included modified soccer, tennis, boccia and relays.

Also in March, a selected group of primary & senior students attended the Metropolitan Inter-School Swimming Carnival at Cabarita Swimming Pool.

Our Easter Fun Day was held in April. Activities included an Easter hat parade by our primary students, egg & spoon novelty races and an Easter egg hunt for all students.

In term 2, the whole school participated in a Sportsability morning. The students rotated in groups through a range of activities including target ball, throlf (throwing golf), 3 tee T-ball and sitting volleyball.

In June, a large group of year 3 to year 12 students attended the Combined Athletics Carnival held at Homebush Olympic Park. Our team competed in a march past, 100 & 200 metre races, novelty races, standing jump, shot put, discus and javelin events. There were lots of individual successes and our team gained a place in the march past for the first time.



In term 3 on 26<sup>th</sup> August, our whole school and their families participated in the Adidas Wheel and Walkathon. There was a course within the school grounds and a course that went around the neighbourhood block. It was a successful day with many students walking distances that exceeded everyone's expectations.



Throughout the year the entire student body participated in a range of activities that are a part of the PD/H/PE curriculum. These school-based programs included gross motor, bike riding, trampolining, tee ball, Zumba, hydrotherapy & swimming.



### **Tallowood Farm and Garden**

Tallowood Farm continues to flourish. Students from across the school tend the gardens and harvest the produce for use in multiple class cooking and School to Work programs.

A new shed was installed in the area which has created a wonderful easily accessible storage area for all the tools.

Lewis Buckingham from Kellyville Vet has provided veterinary care free of charge for all our Tallowood School animals.



Two rabbits and a new hutch have been added to the farm. The students have thoroughly enjoyed interacting and caring for the animals.

Our 3 chickens have been producing eggs throughout the year. Students have been involved in their care and enjoyed using the eggs in cooking programs. A grant application has been finalized to extend our current chicken area.

Crops from the vegetable garden have included: beans, tomatoes, spinach, snow peas, strawberries, capsicum and herbs. These have been harvested throughout the year and students have been using these in their cooking programs.



This year has seen the introduction of Pets as Therapy program. 2 dogs have been attending school weekly on a regular basis and spend time visiting classes throughout the school and also spending time in the playground. We have had a positive response from students, parents and staff.



## PERFORMING ARTS

Tallowood School provided opportunities for students to both perform and to experience live performances in 2014. During the year we had a performance by Bollywood Dancers for Harmony Day. They were vibrant and engaging and the students really enjoyed the show.



The Police Band also performed at Tallowood School. This was a tremendous experience for the students as they were exposed to multiple instruments and sounds. The band played many different songs that the students recognised and they were invited to get up and dance to the last couple of songs.



## Zumba

At Tallowood, students have the opportunity to participate in weekly Zumba sessions in the school hall. A selection of students that participated in these sessions performed Zumba routines at the SEPLA (Special Education Principals and Leaders Association) conference at the Novotel in Parramatta, at Castle Towers during education week and at the Tallowood School Fete.

## End of year concert

The students of Tallowood School put on a very successful end-of-year concert, 'I'm Dreaming of a Green Christmas'. The theme across the performance was environmental issues in Australia and how we can overcome these problems. With humour, amazing dancing and monologues from the students the audience was captivated. Not only because of the wonderful costumes and props, but because of how well the students conducted themselves and how they



showcased their abilities to their family and the wider community.



### School Spectacular

In 2014 six students from Tallowood represented our school in the D'Arts Ensemble at the NSW Schools Spectacular. There were a number of rehearsals throughout Term 4 at Busby West Public School and our students learnt two complex routines.

On the 26 of November we ventured into the city to stay with the six students, three staff members and two parents for three long Schools Spectacular filled days. During our Schools Spectacular time at The Qantas Credit Union Arena we had a full day of rehearsals and 4 performances. The days were extremely long and definitely equivalent to the day of a full time performer; our students did so well and were simply outstanding in each performance. Their performance was broadcast on Channel 9 and Gem.

Schools Spectacular has definitely proved to be a valuable experience for all our staff and students.



Tallowood School entered the annual Access2 Art competition. Class 1's painting 'Tree of Life' by Luke Palmer, Sam Gauci, Callum Smyth, Erin Brown and Hayden Ninnes, was awarded overall

1<sup>st</sup> place in 2014 competition. Kyle Cross, class 16, received a highly commended award for his 'Black cat' painting and Brett Eichhorn, Brooke Santos and Joshua Figueroa, class 15, also received a highly commended award for 'Beach



Party'.

### SCHOOL CAMPS

Two groups of students enjoyed a 'camp' experience in 2014. One group went off to The Great Aussie Bush Camp.



### Camp Breakaway

Five staff and nine students attended camp Breakaway. Despite the rain the students were able to engage in a range of activities, including a visit to the Newcastle Museum.



### ANZAC DAY

A number of students participated in a wreath laying ceremony to commemorate Anzac Day.



### **New playground equipment**

The focus of 2014 fund raising was the installation of playground equipment in the area used mainly by our students with high support physical needs and a range of playground markings. Thanks to the wonderful community support, including Castle Hill RSL (Rattle n Hum), Christmas in The Hills and Castle Towers our equipment and sail shades were installed.



### **Lend Lease Community Service Day**

During the school holidays over 70 staff from Lend Lease came to Tallowood School for their annual Community Service Day. A garden area was extended and around 100 plants planted, a sand pit, including cover, was built in the back playground area, our cubby house was refreshed with bright new paint and over 40 bottle wall drops were created.



### **Rattle n Hum**

Students enjoyed painting the car for the Annual Rattle n Hum Car Show.



### **Crazy Hair Day**

Staff and students enjoyed our Crazy hair day activities whilst raising funds for the leukemia foundation.



### **NAPLAN**

In 2014 all students in years 3, 5, 7 & 9 were exempted from NAPLAN testing.

### **NSW Premier's Reading Challenge**

A number of students participated in the Premier's Reading Challenge and received a certificate of participation.

## **Significant programs and initiatives**

### **Aboriginal education**

Aboriginal education is integrated into our students learning programs including COGS units and Life Skills programs in years 7-10.

### **Multicultural education and anti-racism**

Harmony Day, which was held in March, was one important way that Tallowood School

celebrated cultural diversity in our school community.

Each family was asked to bring some food reflecting their cultural background which was shared at a multicultural luncheon by class groups and families. Students and families also enjoyed a lively performance by Bollywood Infusion. This performance was generously sponsored by a cultural grant from the Hills Shire Council.



## Significant programs and initiatives – equity funding

### Aboriginal background

The school receives \$1397 in funding for our aboriginal students. These funds have been spent supporting the participation of these students in learning activities.

### Socio-economic background

\$3973 in equity funding was received by the school in 2014. These funds were allocated to assisting identified students to participate in a range of community based learning programs

### English as an Additional Language or Dialect (EAL/D)



In 2014 Tallwood School received ESL funding (0.2) to provide EAL/D services to some students for whom the language primarily spoken at home was not English. Lessons focused on developing students' receptive vocabulary in English, particularly of key concepts, with students encouraged to demonstrate understanding with language, sign or Picture Communication Symbols (PCS).

## 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 parent surveys
- Written and anecdotal data.

### School planning 2012-2014:

#### School priority 1

Literacy and Communication

#### Outcomes from 2012–2014

Increased levels of literacy and communication engagement and achievement for students.

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

- Increase the number of students demonstrating reading behaviours by the end of 2014.
- An assessment will be developed to measure current reading behaviours (starting with basic attending and incorporating measures for students who are already readers).
- A multi-method approach that meets the assessed needs of a diverse student population will be explored including:
  - Four Blocks
  - Mary Brooksbank /Holroyd Literacy Framework
  - Reading Our Way

#### Evidence of progress towards outcomes in 2014:

- An identified cohort of students became more competent in using the iPad app

Proloquo2go at school, home and in the community.

- Staff continued to be upskilled in using the app by staff who are qualified Proloquo2go trainers.
- LAMP (Language Acquisition through Motor Planning) principles were used to introduce core language with fringe vocabulary communication materials to students across the school.
- The number of students who have an identifiable and appropriate yes/no response was increased through specific teaching strategies.
- Staff development programs resulted in an increased use of keyword signing across the school.
- All students were assessed using the Communication Matrix (University of Oregon) and specific individual communication goals set, taught and assessed.
- An assessment of enabling and current reading behaviours was developed and informed the teaching of literacy for a cohort of students.
- *Reading Our Way*, a visual method of teaching reading, (Queensland Down Syndrome Association) was implemented with a cohort of students in K-6. This resulted in increased reading capabilities for some students.

#### **Staff were surveyed around the communication initiatives used during 2014.**

63% of surveys were returned.

- 80% of respondents indicated they had used core language concepts with fringe vocab with their students.
- 80% of respondents indicated either usage or an increase in usage of basic core language boards in 2014.
- 90% of respondents indicated they had been teaching an identifiable 'yes' / 'no' response to students in 2014. 10% indicated this was not applicable for their students as they already had this 'yes' / 'no' response.
- 90% of respondents indicated their students had shown improvement in this 'yes' / 'no' response.

- 100% of respondents indicated they regularly used the key word signing for 'finished', 'good', 'toilet', 'yes' and 'no' in their classrooms.
- 100% of respondents indicated they had seen an increase in key word signing by all staff across the school.
- 40% of respondents reported an increase in reading behaviours of their students. 60% indicated maintenance of reading behaviours.

#### **Outcomes from 2012–2014**

##### **School priority 2**

##### **Engagement and Attainment**

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

##### **Positive Behaviour Learning (PBL)**

The Positive Behaviour for Learning (PBL) target for 2014 was to refine and embed PBL language in all eating areas with the language focus aimed at students' level of understanding.

- Options for art work and signage investigated and will be in place in 2015.
- Changes to class assembly awards to tie in with our current acknowledgement awards and introduced the Principal's award.
- Staff have incorporated PBL in their circle time in many different ways catering to all student needs and understanding.
- The PBL team have attended training courses to enhance their knowledge and share what they have learnt with the whole school staff.
- The PBL team has conducted professional learning around the PBL expectations.
- A survey of parents indicated parent knowledge of our PBL needs strengthening so that the same 'language' can be used across school and home.

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

##### **Functional Behaviour Analysis**

By the end of 2014 50% of staff members will understand how to develop a personal learning and a behaviour management plan to increase student participation in learning activities.

- Refine the Learning and Support Team process.
- Update referral forms

- Conduct professional learning for staff on the FBA process and preventative strategies.
- Develop an easy to follow flow chart of the Learning and Support Team referral process
- Assist staff in ensuring the Universals are in place - academic and communication considerations.
- Develop an FBA Procedure and Forms Folder to assist with FBA and positive behaviour plans
- Assist staff members with classroom management
- Develop personal Learning Plans and Behaviour Management Plans
- Support staff within the classroom to develop resources and strategies to increase appropriate behaviour

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

- The Learning and Support team process has been reviewed.
- Referral forms have been updated to make the forms more user friendly.
- A new flow chart of the Learning and Support Team referral process has been developed and introduced to staff.
- A number of students have been supported through this process in 2014.
- Professional learning on Functional Behaviour Analysis and developing learning support and behavior management plans.

### **School priority 3**

#### **Curriculum and Assessment**

##### **Outcomes from 2012–2014**

Implementation of a broad, inclusive and relevant curriculum including appropriate assessment strategies.

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

Increase from 50% to 100% of classes implementing K – 6 and 7 – 12 units of work, as per relevant scope and sequence by the end of 2014.

- Fortnightly/monthly planning meetings involving all K – 6 and 7 - 12 staff in their respective teams and sections of the school.

Allowances and considerations need to be made for students who are in classes with both high school and primary school students.

- Curriculum team and other interested teachers to develop unit of work outlines for K – 6.
- Develop and trial generic / standardised template for programming KLA's by the end of 2014, for implementation in 2015.
- Team leader's review a variety of programming templates to determine what needs to be included.
- Members of the curriculum team and team leaders will provide training for teachers in using template.
- Team leaders monitor programs and support staff as required.

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

- Scope and Sequences for K – 6 and 7 -12 have been successfully trialed throughout 2014. All teachers have implemented teaching and learning activities relevant to units of work for each term.
- Planning meetings involving K – 6 and 7 – 12 have been held at the beginning of at least once per term.
- Eight professional development afternoons have provided staff with an overview of the new Science and Maths curriculum. As well staff have examined in detail the English syllabus and how to use the concept approach to programming during these sessions.
- Teaching programs have been written using the content and objectives from the new English syllabus.

### **School priority 4**

#### **Curriculum – Personal Development Health Physical Education (PDHPE)**

##### **Outcomes from 2012–2014**

To increase staff skill in engaging students in PDHPE activities.

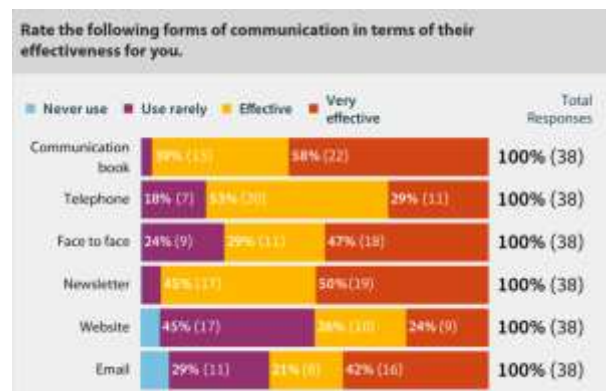
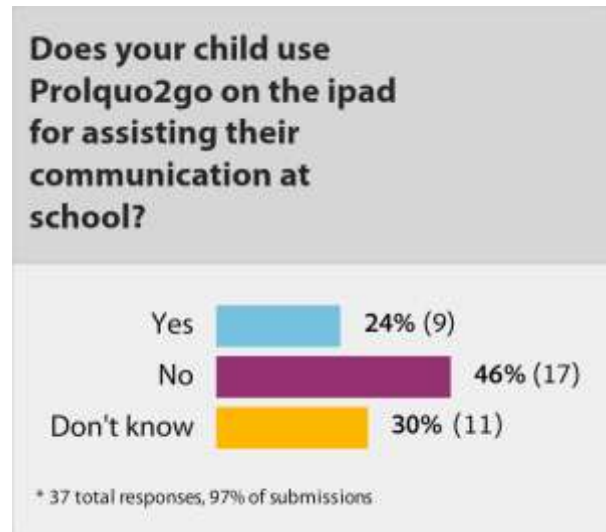
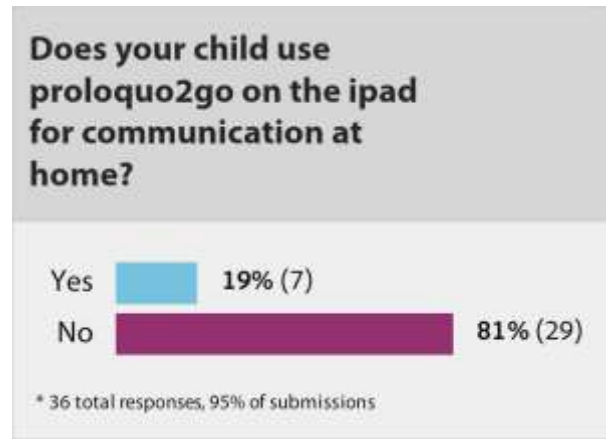
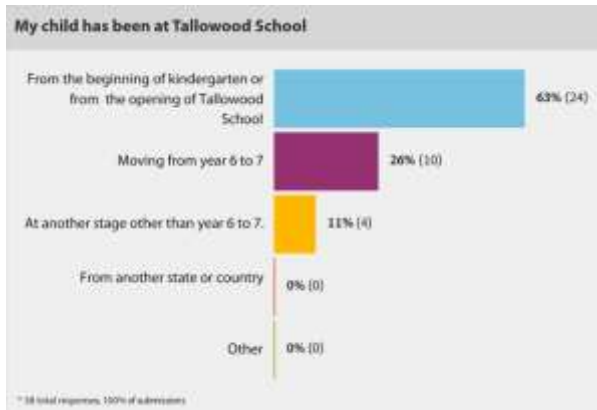
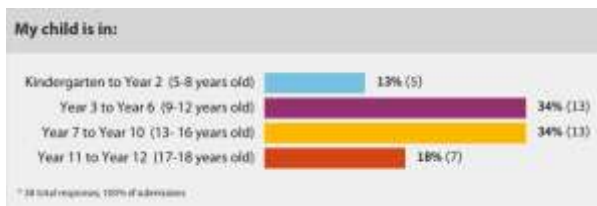
#### **Evidence of achievement of outcomes in 2014:**

- Developed a term calendar of annual PDHPE events that occur on and off the school site.
- Surveyed staff about what they currently do with PDHPE in their class timetable so we could determine areas of need to provide future support.
- With reference to Live Life Well @ School, current food practices in the school were identified with a view to improving areas as appropriate and enhancing the areas that are currently working.
- A workshop on the Term 3 Staff Development Day shared information about kitchen gardens, healthy food options, literacy/numeracy physical activity games and inclusive sport ideas.
- We introduced some new programs and events to our staff and students from Live Life Well @ School such as “Fruit and Veg Month” and collecting packaging for a month to see how much rubbish was generated in our students’ lunchboxes every day.

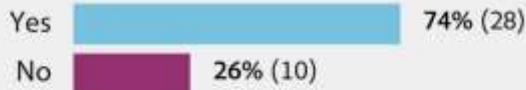
### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

**A parent survey** was conducted on a range of topics including communication between school and home, knowledge of PBL and school strengths and areas for improvement or focus.



**Would you use a school facebook page if one was created?**



\* 38 total responses, 100% of submissions

**Some schools are using an iphone app to share information between class staff and home. Would you be interested in the use of an app to communicate information between school and home?**



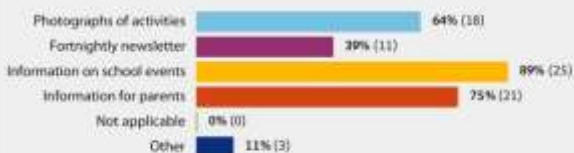
\* 38 total responses, 100% of submissions

**Do you regularly visit the school's website?**



\* 37 total responses, 97% of submissions

**If you visit the website tick the information you are seeking? Tick as appropriate.**



\* 38 total responses, 74% of submissions

**Staff surveys were conducted in term 4. Staff satisfaction was identified in the following:**

- Staff reported satisfaction in their students' participation and achievements during 2014.
- Students achieving their negotiated learning priorities.
- Gains in student communication skills.
- Gains in individual student literacy skills and individual reading skill development.
- Great team work and the effect this has had on developing great student learning programs.
- Increased teacher skills through observing and sharing different teaching strategies.

**Staff identified the following as areas for focus in school planning.**

- Strong debriefing processes to be embedded into school practice.
- Regular SLSO meetings.
- Developing staff skills in giving feedback.
- Strongly embedded processes of giving acknowledgement and celebrations.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

- Strategic direction 1. *Each student will be an engaged and successful learner with a voice.*
- Strategic direction 2. *Our staff will be high performing and student needs focused.*
- Strategic direction 3. *Our community is engaged and informed.*

**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.

Carol Robson - Principal  
Deborah Swinton - Deputy Principal  
Susan Dibley – Assistant Principal  
Linda Sheridan – Assistant Principal  
Melanie Grevett – Assistant Principal  
Kim McDonald – R/Assistant Principal  
James Rosten- P&C President  
Joylene Le Couteur – Teacher  
Amanda Le Couteur – Teacher  
Margaret Wilson- Community representative

**School contact information**

Tallowood School  
44 Redden Drive, Kellyville NSW 2155  
Ph: 9836 3810  
Fax: 9836 3973  
Email: [tallowood-s.school@det.nsw.edu.au](mailto:tallowood-s.school@det.nsw.edu.au)  
Web: [www.tallowood-s.schools.nsw.edu.au](http://www.tallowood-s.schools.nsw.edu.au)  
School Code: 5459

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>