Our Mission/Vision
Principal’s Report
School Council Report

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Our Mission

To nurture
an enjoyment of and capacity
for lifelong learning.

Vision

We have a vision of
Sheffield School
providing responsive
and innovative education
to the whole community.
2014 has been a year of change, challenge and achievements!

This year, unlike many before it, we have experienced considerable change to our staffing team. In total 10 new staff across our teaching and support team were welcomed at the start of the year. An additional 6 staff have joined us through the year, with these staff performing various roles in the school to replace staff on leave or undertaking senior staff positions. Despite all of these changes staff have ensured continuity in learning for the students within their care and provided high quality learning programs and extra curricula activities that have facilitated positive outcomes for all students. Our ability to manage such change in staffing is testament to the effective induction and mentoring structures and collegial support that is present at the Sheffield School.

The start of the 2014 school year represented a significant moment in the history of the school. The Sheffield School and Railton Primary School amalgamated to become one educational entity servicing the Sheffield and Railton communities, with the Railton site becoming known as the Railton Campus, Sheffield School. Although not without the challenges that often come with change, on the whole as the year has progressed we have navigated the amalgamation pathway positively with many benefits realised over the year. With the amalgamation has come opportunity; opportunity for staff to work collaboratively in planning, assessment and student support. Opportunity for both educational and social experiences for students that would not have occurred otherwise and opportunity to enhance learning environments to support improved learning and sustainability moving forward. The guiding principle of all decisions relating to the amalgamation which aligns well with the DoE ‘Learners first Strategy’ has been ‘what is best for the students, what will provide the best opportunities and outcomes?’

Examples of some of the benefits that have been observed this year as a result of the amalgamation include;

- Teams of teachers across both campuses meeting regularly to plan learning tasks and units
- Students coming together for school socials organised by the grade 10 SRC
- The refurbishment of the Railton Campus Kinder/Prep building
- Early Childhood students from both campuses accessing a water orientation program at the Railton Campus Pool
• Leading Active Communities senior students supporting sporting activities at the Railton Campus
• Participation in special assemblies, such as the ANZAC and Book Week Assemblies
• Teachers meeting to moderate student work samples and assessment ratings
• Participation of Railton Campus students in the annual swimming carnival
• Active After School Communities Program conducted at the Railton Campus
• Ability to provide targeted support via a larger pastoral care structure
• Flexibility to utilise facilities across both sites for student learning experiences
• Larger social interaction opportunities for students in grade 5 and 6 as well as accessing taster classes and specialist learning areas
• Grade 10 Student Representative Council students conducting special events across both campuses, such as ‘Come as a star’ day
• Special programs running across both campuses such as the ‘billy cart program’ facilitated by Youth, Family and Community Connections Bec Mitchell

Hopefully, this list of examples, albeit far from exhausting what has occurred this year provides a snapshot of the many opportunities and the successes the amalgamation has presented for both communities. We look forward to consolidating and building on the terrific work completed this year by many people and creating more opportunities for students to learn, experience and shine across both campuses in 2015.

In 2014 staff have continued to work in planning teams to refine and further consolidate the implementation of the Australian Curriculum, with Moderation and Professional Learning Days utilised to assist this process and ensure consistent and common understanding of achievement standards and assessment across all schools. This year our secondary staff have also had the opportunity to work alongside colleagues from other secondary schools within the region to not only moderate student work samples but also participate in professional learning and dialogue regarding assessment processes and the development of rubrics to support consistency in assessment across schools. This collaborative approach by the high schools led by curriculum leaders in each school has been a successful initiative that will continue in 2015. As a whole staff we have also spent considerable time on the priorities of literacy and differentiation. The intended goals linked to these priorities were ‘ensuring consistency and high quality instructional practice and pedagogy in literacy’ and ‘knowing our students and planning learning tasks and assessment practices to better meet the needs of all students’. Staff have worked collaboratively during planning meetings and Professional Learning days to advance these priorities and we have also been fortunate to have received support and guidance from North West Learning Service literacy specialist support staff Sally Rowlands and Sarah Crawford, as
well as targeted professional learning sessions facilitated by ‘differentiation expert’ Heidi Bush. We will continue to consolidate and further develop our work around these areas in 2015.

As a school we are constantly reviewing our planning in regard to technology and personal learning devices. This year we have retired the second computer lab, as we move towards a model of technology provision that provides greater flexibility in its application and more integration to learning programs. Two trolleys of new tablets are now servicing the grade 8 area and the upper primary and grade 7 students respectively. There has also been further investment towards the purchase of iPads to be utilised across the K-4 aspect of the school. In 2015 we will continue to encourage secondary students to take up the option of bringing their own technology (BYOT) to school to assist in their learning. This year a number of our secondary staff have begun utilising the Department platform ‘Fronter’ and developed ‘rooms’ relating to their learning areas which provide students with 24/7 access to their curriculum and associated learning tasks. Further work in this space will occur next year.

2014 has been no exception in regard to the tremendous achievements of both our past and present students and has once again reinforced that our students are capable of achieving and impacting on any stage, local, state, national or global! During the year a large group of students have been acknowledged in assemblies, newsletters and celebration events. These noteworthy achievements have been across all aspects of school life. I have included a range of these achievements as they have occurred during the year;

- Two of our grade 4 students, Liam Thompson-Hayes and Lillian Rockliff were recognised as Sheffield School’s top two students in NAPLAN 2013. Lillian also recorded results which placed her in the top 1% of all student results.
- Lillian Maddick (three state championships), Sarah Rayner (two state championships), Georgina Rayner, Tom Rockliff and Abbey Boutcher took the state by storm, bringing home three state championships and all round solid results at the Tasmanian All School State Rowing Championships held at Lake Barrington.
- Mitchell Connors won a National Science quiz conducted by the Australian Medical Association as a part of his Advanced Science class
- Hamish McLean was selected in the State U/16 Football Team
- The term 2 production ‘Pirates – The Musical’ enabled our younger students the opportunity to shine on stage. The four entertaining shows were very well supported and enjoyed by many members of our school and wider community.
- Samara Conway was a member of the Crescendo Choir which competed at the Sydney Eisteddfods. The choir received 2nd place in the youth choir U/19 section and 3rd place in
the Open Community Choir section, which enabled them to compete in the Australasian Choral championships final.

- Bronte Page was selected to represent Tasmania as part of the Prince Phillip Games Team.
- Ranni Lockett was awarded the Devon Junior Division 1 Netball Association Best and Fairest player.
- Bonnie Sullivan received an award at the Devonport Eisteddfod Showcase of Talent Concert. She received the Dannebrog Encouragement Award for the “Promising Primary Student in Speech and Drama”.
- The following students received distinctions in the University of NSW English and Maths competitions – (English) Ellowyn Thomson, Grace Young, Denver Puccetti, Lillian Maddick, Daniel Smith and George Alsop; (Maths) Grace Young and Nathan Smith
- Michaela Collins, Keeley Hurley and Emily Smith completed online courses in the languages of French and Chinese receiving excellent results
- Our cattle handlers have again had great success across the show circuit in 2014. For the third consecutive year a school prepared steer won the overall Hoof and Hook Championship at our School Show. Dayna Grey was crowned the State Cattle Handler of the Year.
- Late this year at the State Tidy Towns Awards Mr Skirving accepted an award on behalf of the Sheffield School – Secondary School NW Region Sustainable Schools award. Some of the activities that led to this award included tree planting, caring for school and community gardens, rubbish clean up, agriculture programs to promote sustainable farming practices, and involvement with many local art projects such as Mural fest.

2015 will mark our second volunteers’ abroad program titled ‘sharing opportunities 2015’ which will involve a small group of students and adults travelling to Cambodia to support a number of humanitarian causes and projects. Interested students and their parents attended an information evening recently and students have now progressed through the first stage of the selection process, having submitted their applications, with interviews to occur before the end of the year. This is an amazing and life changing opportunity for these young people, it is also an opportunity for each and every one of us to play a role in contributing to a better life for the people of Cambodia by supporting the various fundraising events or providing sponsorship to this worthy cause over the ensuing year.

As referenced by Tim in his report the inclusion of year 11/12 at the Sheffield School has been the focus of much consideration this year, with our School Association, following considerable consultation and input from various stakeholders deciding not to put forward an expression of interest for 2016. Still on this topic, as many within our community would be aware over the
last 14 years we have been able to offer a range of online certificate courses and a small number of TQA subjects to year 11/12 students and adult learners, however I am disappointed to report that our VET centre will not operate in 2015. This is due to a number of changes in the way adult learning will be delivered and online VET courses no longer being offered through eSchool. I would like to thank all of the staff that have contributed to this program over the years, particularly Mr Bob Pritchard and Mr Norm Gregory.

As I indicated at the start of this report, the year has been one of significant change, challenge and achievements. A challenge that we as a school are facing at the moment is the reduction in our staffing allocation for 2015. Many of you would have heard varying reports through the media to the impact of these reductions in schools. What I can assure our parent community is that we are committed to ensuring that we utilise the resource package and staffing allocation assigned to us to ensure the best possible learning outcomes for students.

The end of the year will also mark the conclusion of Mr Tim Dyer’s association with the Sheffield School following 17 years on the School Council, the last 15 as Chairperson. Tim has provided remarkable service to the school community over this period, demonstrating very astute leadership within the role. Tim has a great knowledge of both the conventions and functions of a School Association and has overseen some significant achievements over his time as Chairperson, with considerable policy review and development, the school charter, the redevelopment of the library and technology areas, the relocation of the ‘little school’ to its current site and the amalgamation of the Sheffield and Railton schools. As a school community we thank Tim for the contribution he has made over this period and we wish him well in the future.

Finally I would like to acknowledge and thank the many volunteers that have contributed to our school this year. I would also like to take this opportunity to thank all of our sponsors and publicly again acknowledge the HUB Inc. particularly for the very generous $10,000 donation that was made to the Railton Campus earlier in the year. This will support the redevelopment of a space into an outdoor classroom with a variety of functionalities.

Congratulations and thank you to all staff and students for a terrific year, have an enjoyable and safe holiday period and I look forward to the commencement of an exciting year ahead in 2015.

Ron Daly
PRINCIPAL
“Make a Difference”

At the end of 2013, we announced the signing of an agreement between the Sheffield and Railton school communities for the merger of our two schools through 2014. The school council is pleased to be able to report that the merger process is complete, that the MOU with Education Department has been signed off, and all aspects of the merger including the renovations to the Railton campus have been implemented. We are already seeing many of educational and social benefits we outlined last year become a reality in 2014.

In education, however things never stand still for long. Just as were seeing the completion of the Railton merger this year on the horizon, we were invited by the State Government to submit an expression of interest in providing Years 11 and 12 at Sheffield School. This offer required careful consultation with our students, parents and teaching staff as it presented an important opportunity and came with some potential funding attached. The focus of the drive to push Years 11 and 12 back to regional high schools is to address Tasmania’s relatively low post Year 10 retention rate. While we as a council applaud this general intent, our own retention rates at Sheffield have usually been very high and this is something our staff have worked hard to build and maintain. This has been achieved particularly through the Pathway Planning program and the provision of VET courses at Sheffield. We believe it is a great privilege to journey with our students here for 12 years, from Kinder through to Year 10. We believe however that by year 11 our students are usually ready to spread their wings. The transition from Sheffield to Don College and TAFE is something many Sheffield students look forward to. Due to its size and focus on dedicated upper secondary teaching and learning, Don is able to offer a wide range of pre-tertiary subjects, a broad social network and a unique learning environment which gives many students an educational boost. None of this breadth and depth of education could be provided through adding an increased focus on Years 11 and 12 to our program at Sheffield. While providing 11 and 12 makes good sense for schools which are over an hour’s travel from their nearest TAFE and College environments, the proximity of Sheffield to Devonport makes this less imperative for us. Two community forums and discussions with our grade 10 students identified a range of issues and concerns in relation to the Years 11 and 12 proposal. At present the majority of parents, almost all of our students (we received a petition from Year 10) and the School Council are in favour of maintaining our
current relationship with Don College and working to keep our own retention rates as high as possible. This does not preclude some form of Years 11 and 12 being offered alongside Don in the future, but this is not high on our agenda.

Somewhat paradoxically, while seeming to encourage retention on one hand, with the other hand the State Government has cut Pathway Planning and as a result of some changes to the adult learning environment and online offering our VET program will not run from next year. These decisions will have a direct impact on our ability at Sheffield to maintain the high quality of education to which we aspire and unfortunately they work against our vision for encouraging lifelong learning in the school community. The school council has been active this year in raising our concerns with the minister and has joined with other school associations in seeking to respond to these measures which significantly disadvantage our Tasmanian state schools.

Our school chaplaincy program has continued effectively though 2014. We are now part of a regional chaplaincy support group based in Devonport. This offers our chaplain Esther increased support and also makes possible a number of new initiatives including a student mentoring program for the school.

A couple of weeks ago we approved a new Charter outlining our school vision, mission and goals for the next 3 years. We encourage parents to have a look at this on our school website.

I would like to thank all of those who volunteer in the school community in school sports, Cattle Handling and School Show, Parent Help in classrooms and on excursions. I would also like to thank those who serve on the School Council, providing support and directions for the school.

As I say farewell to the Sheffield School after 15 years as Council President. I would like to leave you with a few reflections. Parents and Students, you have a school you can be proud of. Yes we still have our issues and challenges however we deal with these as they come along.

One of our former principals had the saying, “Every young person can learn and every young person has the right to learn in a safe and encouraging environment”. This remains our number one commitment at Sheffield. We believe the very best thing we can do for our local community and for each individual young person is to provide a school environment which gives every child a great foundation on which to build. I have now had the privilege of watching several cohorts of children start in Kinder and end as young men and women in Year 10. Many of these have gone on to explore their interests and achieve their dreams in life. Education does change lives. But we cannot ever take this for granted. Good, fair and life transforming education does not just happen and at times it has to be fought for.
Can I encourage you as students to do your best, be involved in as much as you can at school, have fun and dream big dreams. Parents, can I encourage to support your children's education, volunteer for parent help, be involved in sports, school activities like excursions, cattle handling, our mentoring program as it begins, and other extra-curricular activities. You don't just make a difference for your own children but also for our whole community. Your involvement makes a difference, and so do your words. When you have the opportunity to speak to our state and federal politicians, speak up for state education. It is something deeply worth fighting for because it does make a difference.

Tim Dyer

School Council President 2014
English and Mathematics
Throughout 2014, the process of regularly monitoring student achievement in English and Mathematics was achieved by:

- Regularly monitoring the reading progress of students from prep to grade 2 using the PM Benchmark Kit;
- Regular standardized spelling tests being administered from prep to grade 2;
- Preparatory teachers administering the Count Me In Too SENA test;
- Kindergarten students being screened twice yearly using the Kindergarten Developmental Checklist;
- Participation in Performance Indicators in Primary School (PIPS) testing; a national formal assessment that is completed by all Prep students. This testing helps identify children who are not achieving the expected standards in literacy and numeracy.
- Grades 1 and 2 students participating in PAT Maths and PAT Reading Comprehension testing. Students completed these tests online.

The Flying Start Program continued to support learners in all classrooms, particular focus being given to literacy support. This program enabled staff to identify students with particular learning needs and provide small group support.

Speech Pathologists conducted a speech screen of all Kindergarten students. All grade 1 students were tested on their Phonological Awareness. Those students identified as requiring additional speech support were provided with assistance in the form of school and home programs.

At the beginning of the school year, all students from grade 1 and 2 were tested using the PM Reading Benchmark Kit. Students identified as being most at risk of not reaching minimum reading benchmarks were included in the Intensive Reading Program. Ten hours per week of dedicated teacher aide assistance was timetabled to support this program. Fourteen students received four fifteen minute sessions over a week with an experienced aide in a 1:1 instructional
setting. The program supported students from grade two in the first three terms of the year. Three students involved in the program earlier in the year moved way from Sheffield. By the end of term three, three grade 2 students reached the required benchmark and space was made for three grade one students to benefit from the program during term 4. Students were tested in early December and the results were as follows:

Grade 2 student reading results

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Student 6</th>
<th>Student 7</th>
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<td>February</td>
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<tr>
<td>PM Level</td>
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<td>PM Level</td>
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<td>21</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

*Level 21 is the minimum expected level for grade 2 students to attain.*

The average improvement was 8.7 reading levels with three students reaching the benchmark.

Grade 1 student reading results

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
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<tbody>
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<td>October</td>
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<tr>
<td>PM Level</td>
<td>7</td>
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<td>9</td>
</tr>
<tr>
<td>December</td>
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<tr>
<td>PM Level</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
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</table>

*Level 15 is the minimum expected level for grade 1 students to attain.*

Three grade 1 students were included in the program at the start of term 4. The average improvement was 2.7 reading levels over that term.
We look forward to continuing the work of the Intensive Reading Program in 2014. Testing at the beginning of the new school year will guide the inclusion of students into the program. These students will be monitored regularly with the goal of achieving benchmarks being the outcome.

Once again, National Literacy and Numeracy Week was celebrated across the school. Students also participated in the annual Book Week parade at a K-10 Assembly. Early childhood staff and students came dressed in amazing costumes.

**Summary of Spelling and Reading Results**

<table>
<thead>
<tr>
<th>Waddington Spelling Test Results</th>
<th>PM Reading Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prep</strong></td>
<td><strong>Prep</strong></td>
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<tr>
<td>100% have a spelling age</td>
<td>90% at/or above</td>
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<tr>
<td>at/or above their chronological age</td>
<td>PM level 3</td>
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<tr>
<td><strong>Grade 1</strong></td>
<td><strong>Grade 1</strong></td>
</tr>
<tr>
<td>94% have a spelling age</td>
<td>69% at/or above</td>
</tr>
<tr>
<td>at/or above their chronological age</td>
<td>PM level 15</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td><strong>Grade 2</strong></td>
</tr>
<tr>
<td>82% have a spelling age</td>
<td>82% at/or above</td>
</tr>
<tr>
<td>at/or above their chronological age</td>
<td>PM level 21</td>
</tr>
</tbody>
</table>

**Note:** When calculating the percentage of children who have achieved a spelling age at/or above their chronological age we have taken into account the Standard Error of approximately
plus/minus three months.

**Teaching and Learning across the Curriculum**

Classroom teachers have worked hard to provide a variety of learning opportunities throughout the year across all areas of the curriculum.

A change was made in 2015 with our K-6 Fair being held before Easter. This was a successful event. The afternoon commenced with our annual Pet Parade, leading into a barbecue lunch and then our Fair. A wonderful time was had by students, parents and staff. Money raised will go towards purchasing resources to support classroom programs across the primary school.

2015 saw Teresa Bentley enthusiastically embrace her role as Arts Coordinator in the ECE area. Weekly Arts lessons explored elements of music and drama. Early Childhood students had the opportunity to perform for a variety of audiences. Performances in 2014 included: all Prep-2 classes performing in an primary musical ‘Pirates’ in second term, the ECE Choir singing in the Presentation Day Assembly and other performances throughout the year at our regular P-6 Assemblies.

Early Childhood students participated in a weekly forty-five minute Physical Education lesson, along with a Daily PE Program. Throughout the year, classroom teachers have continued to focus on personal hygiene and healthy eating. Daily Boost Breaks have continued, with students enjoying fruit and vegetable snacks and drinks of water to energize them and prepare them for further learning.

Prep to grade 2 students spent considerable time in term two learning dances in preparation for the Northwest Coast Dance Festival. This event was held in the Ulverstone Basketball stadium. The students enjoyed performing the dances that they had learnt.

A highlight of term 4 was the introduction of a Water Orientation Program at the Railton Pool. Our students from Kindergarten to grade 2 experienced three sessions led by Ellen Parson. This was an extremely valuable time of instruction and was thoroughly enjoyed by all involved.
Across the school friendships were forged as classes buddied together. Prep/1 Allen enjoyed many fun times with Miss Dudley’s senior students.

Early childhood students and staff participated in a social each term, coordinated by the SRC. These events were well organised and professionally run, and enjoyed by all involved. To celebrate the end of the year, classes held Christmas parties and received a special visit from Santa. This as always, was a wonderful time of celebration and fun.

Class Excursions

Throughout the year, all classes have been involved in excursions, both local and further afield. Here are some highlights:

Kindergarten students travelled to Ulverstone and took part in a workshop run by Slip Stream Circus. Students participated enthusiastically in this workshop. A visit to the Fairway Park was also enjoyed by all. To celebrate the end of a great year, our Kindergarten students were treated to a meal at the Sheffield Hotel. The children thoroughly enjoyed this experience and the teachers were extremely proud of the beautiful table manners their students exhibited. A stop at Kings Park was enjoyed on their walk back to school.

Our Prep classes embarked on an excursion to Devonport. In the morning the students enjoyed an active time at Allstars Gym. They then travelled to the Devonport Entertainment Centre to watch a live performance of a popular children’s book ‘Pete the Sheep’. A great day was had by all. Later in the year our Preps were fortunate enough to enjoy a second excursion. They travelled to Spreyton School to watch their production ‘A Swinging Summertime’.

During Arbour Week, students from 1 Allen and 2 Moore visited the Aboretum. Students helped plant trees, pot succulents and participated in guided walks to view the Autumn leaves and platypus. Students were also addressed by Michael Thow, a snake expert.
**Early Learning**

2014 was another great year for our Launch into Learning Program. Continued funding enabled us to employ a teacher aide to support the program throughout the year. Families were able to access two sessions on a Friday every week. A playgroup was run in the morning aimed at young children and babies. The afternoon provided a session aimed at children who will be attending Kinder at our school in 2015.

**Parent Support**

Early Childhood staff and students have appreciated the valuable support from parents throughout the school year. The regular presence of parents within our classrooms has been a tremendous support to classroom teaching and learning programs.

**Building links with the community**

Over Easter students visited Tandara Lodge to drop off our annual Easter Egg collection. Our older students delivered eggs around the Dyer Court units. A card of appreciation from one of the residents was received by our grade 2 class. This experience was once again a huge success and enjoyed by all.

Throughout the year Mrs Allen’s grade 1 students enjoyed time at the Sheffield Community Garden. The students were involved in the preparation of garden beds and the planting of various vegetables. The harvesting of produce was a highlight with the students enjoying a picnic of salad vegetables. It was wonderful to see the students sitting on picnic blankets under the beautiful old trees, enjoying plates full of freshly picked vegetables that they had helped plant, grow and harvest.

In December, Kindergarten and Prep students visited the staff and residents of Tandara as they ‘Stepped into Summer’. Tandara staff organised a colouring competition for the event and generously awarded two prize packs to each class.
### 2014 PM Reading Results

#### Prep PM Reading results

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Level 0-2</th>
<th>Level 3-5</th>
<th>Level 6-9</th>
<th>Level 10-14</th>
<th>Level 15-20</th>
<th>Level 21-26</th>
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<tbody>
<tr>
<td>4</td>
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<td>9</td>
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The minimum benchmark for Prep is PM level 3.

#### Grade 1 PM Reading results

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<thead>
<tr>
<th>Number of students</th>
<th>Level 0-2</th>
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<td>3</td>
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The minimum benchmark for grade 1 is PM level 15.

#### Grade 2 PM Reading results

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<th>Number of students</th>
<th>Level 0-2</th>
<th>Level 3-5</th>
<th>Level 6-9</th>
<th>Level 10-14</th>
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The minimum benchmark for grade 2 is PM level 21.
Teachers have focused upon knowledge gained in professional learning opportunities and implementing quality teaching and learning programs into their classrooms. Staff worked in learning teams to plan learning tasks for students, moderate student work and to ensure knowledge and experience is shared, the grade 3/4 team was increased with the inclusion of the Railton class.

**English and Mathematics**
Throughout 2014, the process of regularly monitoring student achievement in English and Mathematics was achieved by:

- Monitoring the reading progress of students from grade three to grade six using the PM Benchmark Kit.
  (Once students reach level PM level 30+, they are considered independent readers and PM testing concludes.)
- Regular standardised spelling tests are administered from grade three to grade six.
- Grade three and five participated in the National Assessment Program - Literacy and Numeracy (NAPLAN).
- Teacher nominated student participation in the NSW English and Mathematics competitions.
- Regular teacher assessment using the Australian Curriculum.

Number groups continued for two lessons per week in the 3-6 area. Students were grouped according to ability and programs were designed to meet these needs. Group size varied as did implementation of the program from grade 3-6. Ongoing access to additional teacher support in these areas is vital to ensure that group sizes are minimised and learning goals for number can be targeted and reached.

All students participated in learning to write using a variety of genres. Classroom teachers engaged all students in purposeful writing opportunities.
The Equity program also enabled teacher aides to work in classrooms supporting individuals and small groups of learners. Quicksmart has continued to be accessed by selected grade 5 and 6 students to improve their mental computation strategies. Selected students in grade 3 and 4 participated in the Catch Up Reading program to help improve their literacy skills.

This year saw the purchase of on-line licences for all students in the P-6 areas to use Reading Eggs and Mathletics. These programs were beneficial in supporting teachers with alternative resources and enhancing students learning through an on-line tool.

**Literacy and Numeracy Week**

All classes participated in Literacy and Numeracy week celebrations. This coincided with our School’s Scholastic Book Fair. Primary classes contributed either a numeracy or literacy based task to a corridor display that were completed in class. Many students enjoyed the opportunity to dress up as characters from their favourite book in our book week assembly.

**Professional Learning**

We have continued to build our knowledge of teaching and learning. Staff benefited from opportunities to moderate students work with other teachers in our cluster and further enhanced their confidence, in relation to assessment within the Australian Curriculum. Teachers in 3-6 worked on developing learning sequences to support the Australian Curriculum – Geography learning area. They also worked in teams to update the schools Literacy framework.

Teachers have continued to utilise the interactive website Hotmaths alongside Primary Maths Cambridge textbooks that have been written using the Australian Curriculum.

**Teaching and Learning across the Curriculum**

Students have been engaged in a wide variety of learning activities within and external to the classroom.

The grade 3 students from 3/4 Dowie competed in the verse speaking section of the Devonport Eisteddfod. A number of students from grades 3-5 completed either individually or with a partner in speaking items during the Eisteddfod.

Many of our students participated in music, art and drama during the year with performances displayed during assembly and during special performances.
During term 4 students who participated in the school band participated in ‘Band Day’. They joined with members of the Nixon Street Primary band, at our school to interact with other students in a musical context.

The majority of the grade 3-6 students participated in the K-6 performance of Pirates the Musical, it was rehearsed during Music lessons and performed to the wider community. This entertaining performance showcased the talent of the students in our school.

Students in grade 3-5 also participated weekly in a 45 minute Physical Education (PE) lesson, as well as participating in daily physical activity. Grade 6 students participated in a double lesson each week. Grade 7 students once again have coordinated the daily PE program. Boost Breaks and water bottles are now common practice and are part of the focus on personal hygiene and healthy eating. All staff are promoting a healthy and active mind and body. The continuation of the Boost Breaks in classrooms as part of the school wide Eat Well, Move Well program has been well supported along the primary corridor.

**Community Links**

Both grade 3/4 classes and 4/5 Laws were visited by Dr Nic Clemens. He gave an informative presentation on the history and lifestyle of the Tasmanian Aboriginals, including those in Sheffield.

Grade 3 students from both campuses participated in bike safety sessions run by the Tasmanian Police and the Kentish Council. These sessions were run at the Sheffield Bike Park and taught students how to use a bike and road rules.

Students in grade 6 participated in the Growing Up program run by Family Planning Tasmania.

**Student Representative Council**

The Primary SRC comprised of two members from each of the five primary classes. Congratulations to the following members of the team and a huge thank you to them for their extra effort this year.

3/4 Last/Mainwaring- Sky Burton & Harrison Watling
3/4 Dowie- Brooke Foster & Caleb Agnew
4/5 Laws- Ethan Tirant & Grace Young
5 O’Rourke- Taylah Watling & Denver Puchetti
All representatives met regularly during their lunch break throughout the year. Students from the secondary SRC attended many of these meetings and kept the primary members up to date with everything that was happening in the school.

**Primary Socials**

Three socials were conducted throughout the year. With guidance from the secondary leaders, the Primary SRC members helped with the promotion of each social, contributed their ideas for themes and helped compile song lists for the music.

**Golden Tickets/Battle of the Classes**

The Golden Ticket program continued as a way to encourage pride and respect for our school and all who work in it. Students received these tickets for demonstrating our school values. Tickets were placed in class boxes and at every assembly one winner was drawn. Each winner had the opportunity to choose from a range of prizes and vouchers. The Battle of the Classes was used as an incentive for students to work together as a class and encourage a tidy class, the wearing of school uniform and well as adhering to the Move Well, Eat Well concepts.

**Grade 5 Camp Fundraising**

In order to keep the costs of the Grade 5 camp more affordable for families an Easter raffle was conducted, along with a Mothers-Day and Father's-Day Stall. All fundraisers were a great success and substantially reduce the cost of camp.

**Aussie of the Month**

SRC members from each class were responsible for selecting their home group’s nomination for each month from February through to December. Prior to each primary assembly votes were conducted to elect each Aussie of the Month. Winners were awarded a certificate and Aussie of the month badge. Congratulations to the eleven winners of 2013.
**Grade 5 Camp**

Grade 5 students benefited from an action packed, four day camp to southern Tasmania. Highlights included:

- Port Arthur Historic Site along with an evening ghost tour
- Ten Pin Bowling
- Woody’s Skate Centre along with the Aquatic Centre
- Dinner at The Hog’s Breath Cafe
- Hobart Aquatic Centre
- Cadbury’s Chocolate Factory

This was a fabulous experience for all students involved. The opportunities presented were for some, a first, with some students having never been away from home for that amount of time. Students’ friendships were strengthened as they encouraged each other to try new things. In many places visited our students were commended on their conduct.

**School Fair**

This year the School Fair and Pet Parade was moved to Term 1. This removed it from the very busy Term 4 calendar, allowing teachers, students and community members to participate earlier in the year and enjoy the experience without having too many other commitments. All classes from Kinder to grade 6 contributed to stalls. Through the assistance of the canteen staff a sausage sizzle was run for lunch and other tasty treats were available and enjoyed. Approximately $2600 was raised and was shared between the Early Childhood and Primary campuses to purchase resources.

**Excursions**

- 3/4 Last/Mainwaring- Visited the Devonport Maritime Museum & the Devonport Entertainment Centre to watch Pete the Sheep.
- 3/4 Dowie- Visited the Arboretum.
- 4/5 Laws – Visited the Arboretum.
5 O’Rourke – Visited the Devonport Maritime Museum and the Imaginarium.
5/6 Richards and 6 Bakes- Ten Pin Bowling in Devonport.

**Performances**
Lucas Proudfoot
In term 1 students were treated to solo performance ‘Lucas Proudfoot’. Lucas is a member of the Tweed Coast Bundjalung/South Sea Islander Community and has a background in professional music and traditional Aboriginal dance. Lucas has travelled to over 25 countries delivering his entertaining and educational performance. His performance featured guitar, stomp box and didgeridoo as well as other indigenous instruments including clap sticks and boomerangs. The interactive show allowed students to participate through dance, use the instruments and learn about the Aboriginal culture. Students were highly engaged throughout this performance and Lucas’ humour and skills as a performer meant that there were many laughs had by all!

**Scripture**
Scripture was offered to students for three terms for three weekly sessions. Approximately half of the students in 3-6 participated in the Scripture program offered by our volunteers. To enable the program to be delivered, grade 3 and 4 students were grouped together for three weeks and then this was followed by the grade 5 and 6 students being grouped together for three weeks. This provides teacher supervision, less crowding of the curriculum and makes it easier to ensure availability of scripture volunteers.
ACHIEVEMENTS

Core Learning
There has been an ongoing focus on minimising the number of teachers engaging with students in core subjects to allow the continuity of learning tasks and for positive working relationships to develop between staff and students. Attention to grade 8 timetabling has enabled teachers to deliver both Maths and English learning programs to students on most mornings each week. Grade 7 classes have continued to run number groups, whereby students are streamed into ability groupings. The low-middle group have been supported by an aide for these sessions.

All students completed online PAT Maths testing in November to identify students who may need more support to reach benchmarks in Mathematics-numeracy. Year 7 students have again selected their taster subject for year 8.

Team Planning and the Australian Curriculum
Teachers have continued to plan effectively in teams in the 7/8 area. This has allowed quality teaching and learning to take place. These teams have been particularly important as we have continued to implement the Australian Curriculum. Teachers also worked together to plan assessment structures and develop rubrics to build a shared understanding of the A-E rating scale. Teachers have also made regular use of the resources purchased throughout the year to support their Australian Curriculum teachings and participated in moderation meetings with schools within the Devonport area to support our understandings in this area.

ANZAC Day Essay Competition
A long standing tradition has been the completion of an ANZAC Day essay in grade 7. This competition is supported by the local RSL branch and sees students in grade 7 studying ANZAC Day, researching and then writing an essay. Students are shortlisted by their teachers to present their essay to a panel, where one student is chosen as the overall winner and two other students (one boy and one girl) are awarded runners up. This competition sees the winner, read their essay at the Dawn
Service. The two runners up, each read their essays at the morning service. This year, in what was a very tight contest; Balin Puccetti was selected as writing the winning essay. Charley Davies and Kade Wolfe were selected as runners up. The students’ essays all took an original approach and read them beautifully at the respective services.

**NAPLAN Monitoring Program**

NAPLAN involved numeracy and literacy tests for students in grades 3, 5, 7 and 9.

All of the NAPLAN data will be analysed to ensure those areas where there are deficits are targeted so our students can achieve greater success in Year 9, when the next NAPLAN assessment will occur.

**ICT**

ICT has been studied as a taster subject this year to coincide with the introduction of four terms. This format was popular with our students as they have had the opportunity to broaden their knowledge and skills using a wide range of ICTs and software. Learning has been centred on three main areas of the ICT; curriculum, communicating, creating inquiring and operating with ICTs. Students have participated with enthusiasm and utilised a wide range of ICTs and software. Learning opportunities have included:

- Advanced publishing skills
- Creating digital portfolios
- Developing knowledge of computer terminology
- Exploring photo editing techniques
- Using advanced formatting techniques to create a range of media

Cyber Safety has been an important focus for our students throughout the year. Students produced a Cyber Safety product in the form of a poster to create awareness for their peers. These were very successful. Following are some examples of student work from the 7/8 area:
Mountains of Opportunity – Pathway Planning

Great 8's again completed a unit of work titled 'Mountains of Opportunity' over an 8 week period as part of their core learning program. The unit began by identifying individual learning styles, interests and ambitions. From this information, students worked with staff to explore a range of careers that link to these personal attributes and investigated a small number of these careers in detail. The aim of this process was to engage students in thinking about their future pathway into a career. Students developed and recorded a learning pathway plan that they could then use to help guide their course selection for grade 9. RUSTICA visited Gr 8 students and spoke with students about options in careers in rural health. This was well received by the students and opened their eyes to the many opportunities that exist – beyond the traditional doctor, nurse etc.

Mt Roland walk

In term 1, grade 7 students again took on the challenge of climbing Mt Roland. As in past years, this was a difficult but rewarding challenge for the students. This year, we took on the challenge of ascending the front and descending the back. We had all but two students reach the summit. More time needs to be given to complete the journey this way.

Grade 8 Excursion to Marakoopa Caves and Alum Cliffs

As part of the grade 8 Science, History and Geography program, students visited the Marakoopa Cave in Mole Creek and the Alum Cliffs State Reserve in Chudleigh. At the cave, the students engaged in a range of activities including; a tour focusing on rock and landscape formation. The time at Alum Cliffs
was spent further investigating local landscape formation with a walk through the reserve. All the students had an enjoyable day, but were very tired once we returned to Sheffield.

**Grade 7B Excursion to the Planetarium and the Museum**
During Term 4, our Grade 7s undertook a Science unit on Earth and Space, focusing on the planets and the solar system. As part of this unit, we attended the Launceston Planetarium which provided us with an amazing interactive educational program. The students gained valuable experiences and were highly engaged. We then spent time looking around the museum with the focus on analysing many different primary and secondary sources. It was a fantastic day.

**Grade 7A Excursion to the production “High School Musical”**
Grade 7 students attended Ulverstone High School’s production High School Musical at the Ulverstone Civic Centre. This was a highlight for the year as students engaged with the story line and characters in such a positive way. The students then travelled to the Turner’s Beach Berry Farm for some delicious ice-cream tasting. Our students were very well behaved and again it proved to be a worthwhile learning experience for all.

**Grade 8 Camp**
The Grade 8 Camp was again held at Camp Clayton in Term 2. This time of the year proves to be an invaluable time frame for our students to attend camp as it enables them to form respectful relationships for the remainder of the school year. As well as the many team building, physical challenges provided for our students; the highlight being the giant swing, they were required to work through a booklet based on the RAP (Resourceful Adolescent Program). This booklet focuses on personal strengths, areas to improve in and goal setting. Students enjoyed the culinary expertise of the camp cooks and indulged themselves over the three days of the camp. It was a fantastic camp which was thoroughly enjoyed by staff and students alike.

**The University of NSW – English and Mathematics Assessments**
The English and Mathematics competitions were held in August with approximately 40 entries from Grades 7 and 8. In the English competition 20 students from the 7/8 area entered or were identified by their teacher for entry.
Grade 7 Orientation Day

Parents of prospective grade 7 students in 2015 were invited to attend an information session in the final few weeks of the school year, preceding Grade 7 Orientation Day. This session in the past has allowed parents to meet the teaching staff, see their child’s classroom, gather information about uniform and curriculum and ask any questions.

A few weeks later, grade 7 students for 2015 attended an Orientation Day. This was held in the current year 7 rooms and gave students an opportunity to spend a day with their teachers for 2015. The day comprised of an information sharing session in the morning, ICT and science activities between recess and lunch, and ended with a bus trip to Lake Barrington for our barbecue lunch. Most students participated with enthusiasm.
ACHIEVEMENTS

Teachers have continued to plan in specialised curriculum groups to continue effective implementation of the Australian Curriculum in the areas of English, Science, History, Geography and Mathematics.

2014 has been another productive and successful year with our grade 9-10 students being involved in a wide variety of learning experiences. Student achievements have been celebrated throughout the year in recognition of their willingness to participate and experience all the opportunities that have been made available to them across the curriculum. Strength in the core learning opportunities has consolidated with an ongoing focus on minimizing the number of teachers engaging with students to allow the continuity of learning tasks and for positive working relationships to develop between staff and students.

NAPLAN Monitoring Program

NAPLAN involved numeracy and literacy tests for students in grades 3, 5, 7 and 9. The results were analysed closely and were considered within our future planning. Parents were able to access the results through the national website as well as a formal document being sent home. The student's report showed national information including how the student performed in relation to other students in their particular year group, and in comparison to the national average score for each of the Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy tests.

ICT in Core Learning

This year we saw ICT totally integrated into all learning areas with the introduction of personal technology devices. A major ICT tool continues to be the interactive whiteboard where students were exposed to instructional whiteboard classes and accessed the whiteboard for their own digital presentations. These are now operational in classrooms throughout the school.
Guaranteeing Futures Curriculum Initiatives

Students in grade 10 responded well to Pathway Planning and the Work Studies unit. Kellie Conkie, our Pathway Planning Officer, assisted the students to complete their pathways through digital application. Sadly, the current government has withdrawn funding for this worthwhile project.

The year 10 students visited the University Campus in Burnie and were given an introductory talk and then worked in two groups facilitated by the current University students. The students also spent a considerable portion of core time on their own transition and pathway options for post year 10. The year 10 students benefited from a range of guest speakers and visits to Don College with Taster Day and Starter Day. A group of Don College students spoke to the students on how they found the transition to Don College and ways they could prepare themselves for a smooth inclusion into college life.

The TAPP program was available to our Grade 10 students and those who participated found their day in employment very useful. As with a number of other schools we adapted our Work Experience opportunity this year to allow students and employees the greatest autonomy. The students who participated found it very worthwhile and we will offer it again in 2015.

Many of the Grade 9 students attended ‘Try a Skill’ in Burnie, a hands-on expo involving a wide variety of trades. The Grade 9 students were also given the opportunity to participate in a presentation by the Master Builders Association.

Student Leadership is an important part of the curriculum for our students. This year student leaders have participated in the Youth Forum in Launceston, Grip Leadership Day and Relay for Life.

CORES

Mrs Elaine Deverell spoke to the Grade 10 students about suicide awareness. She is a team leader with CORES which is the Community Response to Eliminating Suicide. Elaine took the students through one aspect of the one day course and three students and two staff members completed the training day.
Cultural Experiences
In September the staff and students were inspired by the Polynesian performer Bernard Mangakashia whose key message was strength and confidence comes from a clear sense of identity. Elevate Education shared study and time management techniques with our Grade 9/10 students and staff on two occasions during the second half of the year.

Grade 10 Celebrations
The Grade 10’s participated in a variety of activities over a two week period to celebrate the conclusion of their time at Sheffield School. Organised activities included a trip to Devonport for mini golf and bowling, a picnic at Lake Barrington and the end of year trip to the Devonport Bluff. The highlight was the Celebration Dinner which once again was a wonderful celebration of the students’ time at Sheffield School. The red carpet was rolled out, the amazing cars rolled up and our glamourous young people enjoyed an evening of friendship, inspiring speeches, trips down memory lane and dancing. The Celebration assembly farewelled our students with certificates, tears, laughter and good wishes for the future.

The University of NSW – English and Mathematics Assessments
The English and Mathematics competitions were held in August with students from Grades 9 – 10 participating.

ANZAC Day and Remembrance Day Services
Students participated in these significant services which are held every year to allow students to show their respect for those fallen and ones that served during these times of conflict. The President of the RSL Sheffield Sub Branch, David Innes and his wife Josie were in attendance at both
services as well as a number of other members of the Sub Branch and the community. The SRC were presented with a small token of our appreciation during the luncheon following the service.

**MUNA**

Patrick Bingham, Malachi Hinrichsen, Dayna Grey and Hamish McLean participated in MUNA which is the Model United Nations Assembly and is held over two days in Deloraine. The students represented North Korea and Rwanda and were required to research their country in detail and then speak to certain resolutions at the assembly. The students were sponsored by East Devonport Rotary Club and were invited to speak at their monthly meeting about their experience and the issues they spoke about. Dayna and Hamish won the best costume for the conference, thanks to Mrs Bentley’s expertise. The students did a wonderful job with their research and their presentation on the day.

**Keys 2 Drive**

This program is to help parents teach their Learner driver. This is a free lesson (involving theory and on-road) delivered by an accredited professional driving instructor to any learner who is accompanied by their supervising driver – most often a parent.

Keys 2 P’s is one component of the road safety education strategy for year 10 students – pre-learners. It focuses on the partnership between the supervisor and learner driver and provides practical information on supervising a learner to drive.

**EXTRA CURRICULA ACTIVITIES:**

- Book Week Assembly is always a highlight of the year with teachers and students dressing up as their favourite character.
- Cattle handling is always a very popular interest for many of our students. They have achieved some amazing results this year at various shows around the state.

Congratulations to everyone involved in the secondary area of our school. Your efforts, contributions and involvement have been an inspiration to us all.
The farm has been a part of Sheffield School's program since it was purchased in 1949. It is a commercially viable dairy farm of approximately 70 ha, milking about 110 cows. It employs a Farm Manager and casual staff and is also staffed by a teacher to run the Agricultural Studies program. Advice is taken from a Farm Management Committee which meets every month and reports to School Council.

The farm is seen as an integral part of the community since anyone who has attended Sheffield School in the past 50 years has had some association with it.

**Commercial Enterprises**

**Dairying**

2014 has to date been a reasonable season with an average winter and early spring but drying out dramatically in early summer, however the abundance of silage harvested from Mike Gibson's farm has helped the cows to maintain production. Milk prices are steady and we have recently purchased a brand new 70hp Kubota tractor that Ken is very happy with. We have plenty of hay in storage. About 100 cows are being milked at present with more heifers needed to get this number up to around 120, this year we have reared 40 replacement heifers.

**Cropping**

After having planted 5ha of poppies with Tasmanian Alkaloids two seasons ago we have decided to maximise our profits by concentrating on producing milk while the price is good, therefore we have not planted any crops this year.

**Sheep**

Lambing began in late August this year and there has been plenty of feed for the ewes. The sheep were again monitored this year for their weight and condition scores over eight months and most are still running too fat.
**Cattle Handling**

A Cattle Handling Club has operated from the school for 20 years. It has catered for 24 students this year and is strongly supported by their parents and the community, since a substantial amount of money must be raised each year to cover the significant costs.

The students compete at all the northern spring shows. Most begin by borrowing registered purebred beef or dairy heifers from breeders throughout the state. These mostly run at the School Farm from September until mid December. The students, with the guidance of the Agriculture teacher are responsible for their handling, feeding and management during that time. Some students purchase their own cattle and start their own studs in subsequent years and a number of students are now choosing to do this during their school years. Our own Murray Grey Stud (Grey Rock Murray Greys) continues to perform well in the show ring with a number of champion Murray Grey heifer prizes at most shows.

The Handlers had a very successful season again and some of our students represented at the State Finals held at the Circular Head Show, along with a number of our ex-students, with Dayna Grey taking out the State Final and she will now represent Tasmania at the Royal Sydney Show. One of the major successes of the club is seen in the number of ex-students who continue to compete and/or are involved in the committees of other shows and in judging. Several are members of the School Show Committee, and quite a few have been asked to judge at various shows both in Tasmania and on the mainland.

Next year, a group of Sheffield School handlers, accompanied by Simon Barber will be hosted at the Royal Melbourne Show again instead of the Canberra Show by students of Billabong High School in NSW. This year four students attended the Royal Melbourne show with Mr Barber and Mrs Page and it is an excellent experience for the students.

Students and staff make a significant commitment to cattle handling, including training sessions each week, breaking in week, fundraising and the actual shows during weekends. Along with the School Show, the Cattle Handling Club is one of the school’s strongest community links.
The School Show

The School Show grew from the cattle handling movement within the school and many of its committee members are involved in both. It has become a major event on the school’s and town’s calendar, and is a highly respected part of the State’s show circuit. It caters only for school cattle handlers and is the largest such event in Tasmania. This year, around 120 students from throughout the state competed in beef and dairy events in front of mainland judges.

The School was represented in the School Teams event in Beef with several new teams competing for the first time to make this a really good spectacle.

The School Show incorporates a carcase competition. This year entries were slightly down on last year and we are aiming for around 40 entries and efforts will be made next year to try to attract participants. Significant prizes are attached to this section. This competition also has a highly educational role and culminates in the viewing of the carcases before presentations are made. Our steers were on feed supplied by James and Son of Smithton and potatoes from MG Produce with all placing well including winning the Grand Champion Carcase for the third consecutive year!

The School Show is a very successful community event which could not be staged without support and represents a very important link between the school, the town and the wider agricultural community. This year, very significant sponsorship was received from Tasmanian Alkaloids, Wells Rural, Swift Australia, James & Son Stockfeed, Lion, Wescombe & Temple Transport and the Kentish Council, along with many other local community supporters.
Agriculture is run as a ‘taster’ for years 6 and 7 with students experiencing Ag for just the one term each year. This is working very well and interest levels seem easier to maintain. In Grade 8 and 9/10, Ag is an option and this year 36 students have chosen Ag in grade 9/10 the highest number for many years.

ACHIEVEMENTS

Student Engagement
There is ongoing involvement in agriculture beyond year 10. This includes farm traineeships, livestock agents, rural merchandise employees, rural real estate and students studying Agricultural Science at university. Interest outside of school hours, most particularly in cattle handling has been high. Students were involved in real decision making in beef cattle and sheep production units. There was provision of meaningful activities for some students experiencing difficulties in “mainstream” school subjects.

Student Enterprises
Student management of smaller enterprises, including small scale horticulture, pig, lamb, beef and poultry raising has been excellent. Huge interest again this year was shown in breaking in cattle for the hoof and hook competition.

School Show & Community Links
6 cattle were prepared for the School Show carcase competition with some great results on the hook with an animal donated by Cleveland winning Grand Champion carcase which makes it three years in a row for our school, an exceptional achievement. A number of students picked up prizes on the hoof as well as on the hook. We had excursions to the Quoiba sale yards, A free range egg farm, Powranna saleyards and the Cleveland sale at Ouse, who donated two cattle, Rushy Lagoon also donated a steer.

Links were made with and support was given by many groups and individuals in the agricultural community, including, PETA, DPIWE, Mount Roland Rivercare, ABIF and Dairy Tas with grade 8 students completing the Cows Create Careers manufacturing unit.
ACHIEVEMENTS

The student’s self-directed approach to the Art Program proved both challenging and rewarding. Students were responsible for planning their own individual programs with most students seeing the benefits of being able to literally create the path they will travel in art education. This program is founded on the students in Grade 6, 7 and 8 having opportunities to explore and experiment during their Taster Program. The program demands student/teacher consultation at every lesson and skill development within small groups as the need arises. The benefits to the students particularly those lacking confidence has been overwhelmingly obvious in the success they have had in creating art works that they value and are proud to exhibit.

Interest in Art continues to be strong at Sheffield with both Grade 9/10 Art classes being full. The limited size of the Art Room has an impact on the size of classes as more than 20 students creates cramped work stations which in turn causes management and behaviour issues. Large classes are also difficult due to lack of storage for art works – particularly when students are creating sculpture or fashion works.

The annual Arts Concert and Art Exhibition proved to be a splendid success. Students in the Art Taster and Art Option programs were well represented, with an increase in the quantity and quality of works. Students’ pride in their own work has seen an increase in artworks being sold or given to relatives and friends. Again the works in the Drama Room provided the audience with a professional looking, high quality exhibition which had been hung by the students.

Students continue to approach canvas paintings differently. This, along with strong skill development, has had a dramatic effect on student’s attitude to their work. Younger students are now prepared to put effort into developing strong painting skills, students in both Grade 6 and 7 have devoted a considerable amount of their Tasters to painting in a realistic style. With students now placing emphasis on both process and product, their success is assured.
Pyrography attracts students across the high school. Students working with this medium over the last couple of years have developed a strong skills base and are now moving into an exciting phase, creating furniture, woodworks and sculptures displaying their original and sophisticated designs. Younger students are becoming more attracted to this unique technique and are gaining skills and confidence.

Art continues to be a subject where students have the opportunity to express themselves in a supportive environment without risk of failure. They value their work and are learning to value other artist’s work and the messages those artists are trying to convey. They have been encouraged to see art education as lifelong learning and to enjoy it for recreational purposes. Many students are now able to use their art as a means of conveying complex abstract messages and imagery. They are able to develop strategies and use deliberate processes for making new works and are motivated to master specific skills. They are willing to communicate a sense of self in their work.
Students in Sheffield are talented dramatists however, they are lacking in confidence which is often presented as a lack of interest in the subject. This year, students have continued to develop confidence when they were taught to focus on specific skills when approaching a larger task. Toward the end of the taster session, students were able to present quality performances and scripts. Some of the higher level students were also developing their ability to present work with dramatic meaning.

Drama students were invited to perform in the MADD concerts. Most groups were reluctant to perform, however those who did, performed at high standard. All Grade 7 and 8 Drama students were required to perform at some stage in the course, even if it was to a small group of their classmates. Grade 7 drama was an interesting and challenging beginning to term 3. For the end of term year 7’s performed their creative production ‘The Grebigol’ to an early childhood class. Term 4 year 7 are a very creative and overall motivated group who have worked hard in creating their own small group performances based around Tableaux and movement. The Grade 8 class have produced short films on mental health topics and created a comedy performance for Early Childhood and Primary classes.

Media Arts
In Term 2 Viv Tawse, in conjunction with a program from YFCC (Youth, Family and Community Connections) embarked on a film unit to help raise awareness about homelessness. This short film was shown at CMax in Devonport with Sheffield being highly commended for their achievements. The students who were involved have since taken part in documenting their experience of this process for a promotional film for 2015. Exploring the use of digital media will be an important way forward for engaging students in dramatic expression and help prepare for the National Curriculum implementation and cross-curriculum learning. In addition to the YFCC film unit, implementing stop animation/clay animation into the yr 7 Drama curriculum will firstly help ensure a wider group of students are engaged in dramatic expression.

Considerations for 2015
New purchase of HD webcams are required as current devices are no longer compatible with updated computer resources.
FOOD/DESIGN/CATERING (6-10) REPORT 2014
Leader: Anna Maddick

ACHIEVEMENTS

Student engagement
The students have participated enthusiastically in cookery, textile and design lessons. Many have researched recipes online, worked within budget and showcased their skills in a variety of settings.

Ingredients
Students have their ingredients and textiles/craft requirements supplied through levies. This ensures equity for all and maximises hands on practical learning time.

Recipe selection
In most units of work students were encouraged to select recipes to promote a healthy lifestyle according to the Australian Food Dietary Guidelines and in accordance with MWEW guidelines. In other units of work students explored the aesthetic, cultural and technological changes in food preparation.

Kitchen assistant
The working hours of the kitchen assistant remain flexible to fit in with the timetable.
**Grade 6 and Grade 7**

Grade 6 Tasters provides a great opportunity for a smooth transition from primary to secondary school and ensures students are familiar with the kitchen environment before secondary school. In G7 we do a “speed” textiles unit where students design and produce a cushion in 4 lessons before their 6 week Food unit.

**Café Culture**

We were delighted to offer a course again introducing students into hospitality. The students participated enthusiastically and project managed a number of activities including high teas for primary classes, a sit down breakfast at the Railton campus, the School Show official’s lunch and fundraising enterprises.

![Image](image.jpg)

**Dinner party**

A focal point in term four for the Food Technology was a dinner party for invited guests. The successful event took place after school with guests arriving at 5.30 pm and we utilise the G8 classrooms. The students enjoyed showing their skills and creativity by decorating their tables and presenting food attractively.
Achievements

The daily PE program for P-7 students continued to grow throughout 2014. The continued availability of this fundamental motor skill/fitness based program is proving beneficial to young people in our school. The number of grade 7 students who are willing to participate as sports leaders this year increased by 9 to a mammoth 26 students who have utilised this excellent opportunity. The willingness of volunteers to provide positive programs is pleasing to see and also illustrates the popularity of this program among participants and instructors alike. This program is proving to be an excellent breeding ground for those who wish to tackle LAC later in school life.

The grade 10 Health and Wellbeing class proved very functional. They have been involved in both practical and theoretical aspects of this learning area. During practical sessions they have been involved in a variety of activities including organising their own sporting activities and rosters. The first aid course was conducted throughout the year. The feedback from the instructors and the passing success rate continued to be positive with the majority of students achieving their First Aid Applied certificates. Students were also involved in an extensive Driver Education course. This is in line with a Department directive to ensure all grade 10 students within the state are provided with the opportunity to complete a TQA Road Safety course. To complement the school based activities the students attended a day long Driver Awareness workshop run by the Rotary Club of Tasmania. Students were also given the opportunity to be involved in a parent/student evening in relation to learner drivers. This year numbers were very positive justifying the support and importance of driver safety in our community.

The Swimming and Water Safety Program was again conducted at the Latrobe Pool, the transition to a new base has cut down on travel time and provides a safe and secure environment. The program was successful with all students from grades 3-5 participating enthusiastically to improve their water safety skills.

Students in Early childhood/foundation classes have also been given the opportunity to
experience water orientation sessions at The Sheffield School (Railton Campus) pool. Students have enjoyed a four week program which aims to have them sufficiently prepared for the Primary Swimming and Water Safety Program.

There was a continued effort to upgrade sporting equipment for 2014. The HPE department has also identified the need to upgrade health resources to better make use of technological aides such as smart boards and fronter. General equipment levels have been maintained with the purchasing of some new equipment for daily PE and the addition of electronic scales, sit and reach boxes and variety of novelty equipment to stimulate group activities.

The AASC during its tenth year saw participation levels remain stable. Sessions involve approximately 25 students per night with students from grades 1-6 participating in activities after school. Term three saw the introduction of AASC to the Railton Campus for the first time with healthy numbers participating and students enjoying the extra opportunity to participate in a variety of activities. This year students were involved in multi sports, Auskick, game sense, fit club, cricket, hockey, ten pin bowling, t-ball, badminton and a trip to Pandemonium in Devonport. The program is a federally funded initiative with the purpose of promoting an active lifestyle amongst the children.

The Swimming and Athletics Carnivals were once again a success. Participant numbers were pleasing with the welcome addition of students from the Railton Campus. Representation by students in the inter-primary and inter-high cross country and athletics were excellent. We had a number of students finish in the top 20 at the inter-primary and inter-high cross country events as well as a number of students qualify for the twilight athletics carnival in Penguin. The 7-10 inter-high athletics team came third in the “B” division carnival and this was a great result giving the school, four top three placing’s in the last five years.

Our High School sporting teams were once again very successful. The Secondary Netball team performed exceptionally well having being promoted several divisions. After enduring a dry spell of success, the 9/10 high school football team this year tasted some finals action for the first time in many years. Unfortunately, in a very close match they lost to a team who ultimately went on to play in the final. The 7/8 team registered 3 wins, however competed with great endeavour and showed considerable development and improvement over the season. The school rowing team continued to impress with no less than three state titles being secured by the team and other great results being attained at Lake Barrington. The
team has benefited greatly from enthusiastic and professional coaching. The celebration of the winter sporting season was a success with over one hundred and ten students and parents attending the sports presentation evening.

Leading Active Communities for the fifth year comprised of two classes with numbers continuing to be strong. Their involvement in participating, leading, officiating and assisting with the running of various sport and recreational activities within the local, Devonport and North-West community was again first rate. Some of the activities this group contributed to included the 3/4 NWPSSA Devon Sports Expo, the 5/6 NWPSSA sports day, the AASC program, primary fair and the inter-primary athletics carnival. There were a number of positive comments made within the Devonport community and emails sent to the school recognising the professional way in which our students assisted these activities. The Leading Active Communities Class were also able to experience a number of recreational activities this year including completing the trips to local recreation centres and an excursion to the Aquatics centre and Airtime 360 in Launceston.

The HPE Department was pleased to offer for the first time in many years a Sports Science class. Students had the opportunity to participate in practical sessions involving aspects of Physiology, Bio-mechanics and psychology. The subject has contained a strong theory component with students completing units in body systems, drugs in sport, nutrition, training programs and data collection.

**Sport at Sheffield School in 2014**

In 2014 the school was represented in local sporting rosters by:

<table>
<thead>
<tr>
<th>Winter Roster</th>
<th>Spring Roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 primary soccer teams</td>
<td>1 primary netball team</td>
</tr>
<tr>
<td>2 participants in primary netball</td>
<td>5 secondary rowers</td>
</tr>
<tr>
<td>6 participants in primary basketball</td>
<td>4 participants in secondary basketball</td>
</tr>
<tr>
<td>2 participants in hockey teams</td>
<td>3 participants in secondary netball</td>
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<tr>
<td>1 secondary netball teams</td>
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<td>3 participants in secondary basketball</td>
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<tr>
<td>2 secondary football teams</td>
<td></td>
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<td>1 primary football team</td>
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</tbody>
</table>
ACHIEVEMENTS
It has been a busy year in the workshop for primary and secondary staff and students.

Grade 6 and 7 Taster classes had experience using a wide range of materials such as plastic, wood, metal and recycled materials. Students participated with enthusiasm, developing some foundation skills and producing work they were proud of.

Grade 8 to 10 students in MDT, ADM and BCON participated in a range of wood and metal skills projects at the beginning of the year. The learning program is designed to build practical knowledge and skills using a range of hand and portable power tools. Students were able to transfer skills learned during set project tasks to their individual project work later in the year. Many industry quality projects were produced with some of these being displayed at the end of year Arts Presentation evening.

A number of our senior students participating in the TAPP program had the opportunity to expand their vocational and applied learning in a workplace. These students were able to share their experience with their peers back at school which provided students with a real-life perspective of working in a trade.

Overall the workshop has been a productive learning space in 2014 and students should be proud of the work they have created.
Firstly, sincere thanks must go to Vivien Tawse for her tireless work in the Arts department and secondly, it has been a pleasure to start developing relationships with students and staff at Sheffield School over the last six months of 2014. I have enjoyed both the excitement and challenge of steering students along their personal paths.

**Music Tutors**

On campus instrumental tuition is a valuable addition to the music program and it is extremely important that we have and continue to provide access to music tutors as travel ability and time are not always possible for some families. Thanks go to the following people for their hard work with students:

Sue Andrzejaczak – piano/strings, Chloe Thomas – voice and piano and Cameron Sherriff – guitar and drums.

For 2015 I see an immense need and value in providing music scholarships as an addition to the music tuition program. Ideally, this would be in the form of providing tutorage costs for either two individual lessons or two paired lessons for the school year. This would be assessed through an audition process and would take into account a student’s commitment to their instrument during class lesson times. This program would be provided for eligible students in year 5/6 depending on need and participation.

**Live performances**

Live performances from outside professionals are a necessary way for students to connect their learning to career opportunities and relevant life skills. Student opportunities for performance are an important way for students to realise their creative potential.

In term 3 secondary classes had the pleasure of a talk/performance by Bernhard Manakahia. This cultural performance (which focused on Islander communities) was amazing in both visual display of artistic skills and Bernhard’s ability in motivational speaking. His performance was recognised by students and teachers alike for its quality and content. I would highly recommend that the school book Bernhard for another performance and include some guest sessions in music classes for 2016.

Sheffield/Nixon Street band day
In term 4 Sheffield School hosted Nixon Street Primary band for a day of instrumental sectionals and whole band rehearsals. The day was a huge success thanks to the support of Sheffield School staff and parents for realising the value of this type of event and supporting students’ involvement.

Thanks must also go to; Mrs Anne Morice (Nixon Street and Sheffield School – Railton campus), music tutors Sue Andrzejczak, Cameron Sherriff and Nigel Elliott, numerous parent helpers and Café Culture students who catered for the day.

The day culminated with a concert in the gym attended by primary and early childhood classes and parents.

Events of this kind are an opportunity to raise awareness, create interest and increase participation in a particular program. This day ticked all the boxes. Since then there has been increased interest from students who have previously not been a part of the band program. In particular some students from grade 6 which is immensely pleasing, as we can witness a decline in instrument playing at this age heading into high school. There have been discussion around this day becoming a yearly event hosted biannually at Sheffield and at present there is also interest from another school.

**School Band**

Rehearsals have continued in school time on a Wednesday afternoon. After school commitments can be difficult for some families to attend for many reasons. Valuing this musical activity for the cognitive and social values that it gives students by giving it class time is greatly appreciated.

The school band is in its early days as far as performance capability, but enthusiasm is high and they are an amazing group of students, willing to listen, learn and put into action what they have learnt. The school band will be performing at the Arts evening for 2014.

**Choir**

The Early Childhood Choir has continued to run throughout the year
thanks to Mrs Bentley and is performing in the Arts evening and at the community carols. I intend to run a senior choir in 2015 and will call for expressions of interest early in the year. One of senior choir’s roles would be to lead the singing of the National Anthem in assemblies.

New Purchases
The major new purchase for 2014 has been a class set of 13 Yamaha keyboards which will enhance the delivery and teaching of fundamental music reading and playing skills. Skills which then can be transferred to all other instruments (including voice). This program has been initiated with the year 8 music class and has been successful and engaging. The intention is to implement a piano keyboard program into the primary curriculum for 2015.

Class Music
Primary and Secondary music classes are given via aural, written, visual and practical means. The interactive whiteboard is used in most lessons and is an important tool.

Primary – Primary classes have continued to explore the world of music through extending their music theory and then putting this into practice by learning an instrument of their choice. Sheffield School is in an enviable position with students having access to a huge range of instruments. Classes have also continued to explore music from other cultures, combining activities such as instrument making, simple costumes, music composition and performance.

Instrument making is another excellent way of incorporating cross-curriculum learning by looking at the science behind sound production.

High School – High School classes have; continued to consolidate and extend their learning in the theoretical elements of music, studied music from many and varied countries including Australia, and have explored the world of composition. For those students in year 10, I wish them all the best for their future and know that music will in some form be a part of their lives for years to come.

Considerations for 2015
Alternative education/music pathways for some students such as rock band. I see the value/need for a program such as is delivered via the ‘chick’ program.

Electronic cataloguing of the immense and valuable resource Sheffield School are custodians of, (courtesy of the Kentish Music Program) with the view to hiring charts out to other schools/bands. I believe there is scope to bring in finance to the music department through this endeavour. This will require approximately 68 hours of time (based on 1 person and the c. 272 scores). A reduction of this time/cost can be achieved by Teacher Aid/volunteer assistance.
This year’s Production *Pirates: The Musical* was a fantastic show. The Art’s Team used allocated Music lesson time to prepare students from Prep to Grade 6 for the Production. Major acting roles were given to interested Grade 6 students and rehearsals were run in Ms Tawse and Mrs Bentley’s planning time on Friday afternoons. This system works very well for productions involving Early Childhood and Primary classes. Using this age group also resulted in high interest amongst the community and good sized audiences. Audiences enjoyed the shows and watching their children shine on stage.

Early Childhood and Primary teachers were very generous with their time and were happy to support us during the night performances. Also of great support were a number of secondary students.

Again Art’s Teachers were frustrated by the lack of time allocated to rehearsals within the staff and student timetables. Ms Tawse and Mrs Bentley gave all planning periods allocated to them in Terms 1 and 2 to rehearsal and organisation for this Production.

Productions and similar performances give students a sense of pride in and connectedness to their school, develop stagecraft and performance skills, and most importantly confidence!
ACHIEVEMENTS

Science in the High School in 2014 has been action packed and fun filled.

Advanced Science

Advanced Science was presented as an option class for the Grade 9 and 10 students in 2014. There was a lot of interest from students within the class. The class went on two excursions during the year. The first excursion took the class to Don College to listen to Nobel Prize Winning Astrophysicist, Dr Brian P. Schmidt talk about his life, research and achievements. This presentation was incredible, it reinforced a lot of the work that students had been doing in class and inspired them to consider physics and astronomy in a different light.

The second excursion took the class to Launceston to have a look through the Museum and attend a presentation on Black Holes at the Planetarium, again, this was very inspiring for the students and generated a lot of interesting conversation. Students expressed an interest in having a class excursion to the Devonport Lapidary Club and a class visit to Sprent.

General Classroom Learning

All students in the high school are being taught in accordance with the Australian Curriculum. Generally, students at Sheffield School are achieving well and there has been very little trouble with adapting the learning programme. The Grade 8 students took part in TIMSS testing which assessed learning and thinking in Science.

Into the Future

Improving the profile of Science within the school is an important focus for the next few years. Although there is not an Advanced Science class in 2015, it is anticipated that a leadership class in conjunction with a grade 10 class will run a Science Fair, and will involve all students across the school.

Students will be taking part in the Science Competition run by the UNSW, The Tasmanian Science Talent Search, the North West Science and Engineering Challenge. It is hoped that Questacon can be invited to present their Science activity day to our students.
Rational

“To provide nationally recognised training for post grade 10 students and the general community of Kentish in a manner that is relevant to the community and supportive of the individual.”

Purpose

1. To provide a flexible system of training delivery for the local community.
2. To provide a local base for training to improve access to education and training by the community.
3. To ensure that those year 10 leavers who are at risk of dropping out of school remain in touch with education.
4. To provide these students with a meaningful educational pathway in recognised courses through the provision of TQA Courses and National VET Training Packages, delivered face to face and on-line.
5. To improve students’ transition from school to work and to assist them in identifying pathways to future education and training.
6. To work with the Wilmot Online Centre to enable people in the Wilmot community the opportunity to undertake accredited on-line and TQA courses.
7. To forge links with Don College and the Tasmanian E-School to ensure future availability of TQA and On-line Courses.

Plan

1. Maintain and improve quality workplace learning.
2. Consolidate and increase rate of involvement in VET programs.
3. Enable staff to achieve a high standard of competence, by professional development.
4. Continue to work with The Wilmot Online Centre.
5. Link with Don College and Tasmanian E-School to continue and improve the range of courses available in Kentish.
6. To continual to provide for the professional development of Sheffield VET teachers

**Success Indicators**

1. TQA audits were not required this year. Audits conducted in 2013 were satisfactory.
2. Mature age student enrolments were maintained from 2013.
3. There was a high level of engagement by all students.
4. We continued our close liaison with the Wilmot On-Line Centre with one Wilmot students regularly attending classes at Sheffield.
5. Attendance and participation in TQA and TCE workshops kept us up to date with current developments and administrative requirements.
6. No students completed Certificate 2 VET courses however two students achieved significant progress towards completion. These students are carrying their courses over to 2015.
7. One year 11 student studied basic TQA numeracy, literacy and work readiness subjects.

**Comments and Recommendations from 2014**

1. Enrol staff for PD early in the year.
2. Continue to visit and work with the Wilmot Online Centre to improve administration and instructional support and to keep students motivated.
3. Maintain our close liaison with and involvement in the Tasmanian E-School courses.
4. Raise the rate of course completion for all students by providing them with more support.
5. Continue to foster a high level of engagement by mature age students.
6. Continue to upgrade our TQA Course materials and course delivery.
Student Individual Education Plans (IEPs)

A number of students K-10 on both campuses were identified as having difficulties in their learning and/or having specific learning disabilities, were a student in care or identified as an Aboriginal. Each of these 135 students had an IEP written by classroom teachers. Additional aide support was funded through the school SRP of 160 hours to support students across the two campuses. All students in Kinder and in grade 1 were screened by the Speech and Language Pathologist. Students with identified speech difficulties were provided with programs and support. Five hours was allocated to speech programs with two students in the high school, three in primary and six in ECE accessing speech support and three hours at the Railton Campus.

Each student receiving support had a documented Individual Education Plan and their progress was regularly reviewed to inform future planning. Classroom teachers worked with teacher aides to support these students within the classroom and to participate in identified programs such as speech programs and gross and fine motor skills. The students have continued to progress in their learning and have made improvement in their classroom participation. Students often worked in pairs or in small groups with other students to help further develop social skills and to allow their aide time to be extended.

In addition to this the classroom teachers regularly identified small groups of students with specific needs to receive support for a set period of time. These groups remained fluid for many students to be targeted for particular skills to be further developed.

All teachers are now entering IEP information into SSS. This planning allows teacher knowledge of students’ learning needs to be transferred from one year to the next and importantly, for consistency in each child’s program from year to year. Teachers met with parents and shared their child’s IEP, parents were asked for contributions and then these were signed by both the parent and teachers. These will form part of parent teacher discussions in 2014 and will be reviewed and uploaded into the Student Support System (SSS) to enable student adjustments to receive future funding allocations.
All teachers and permanent teacher aides have completed the Disability Standards Modules to gain an understanding of requirements and adjustments.

**Funding Submissions**

Various programs and student support were able to continue due to a much needed injection of funds from the School Resource Package. This money allowed number groups to continue to operate and the wide and varied learning needs of our students to be supported.

**Severe Disability Register (SDR)**

This year, one application was written to have a student placed on the Severe Disability Register. This was unsuccessful and therefore the school will need to plan an alternative to support the student. Sheffield School had seven students on the SDR 2014, representing a total of 94.5 aide hours.

**Student Support**

Our school has twelve permanent teacher aides, with five of these working predominantly on the main campus and four at the early childhood campus, with three at the Railton Campus. Three aides have been employed on a temporary basis for varying amounts of hours.

**K-2**

In the Early Childhood area, support was dedicated to our Prep and Prep/1 classes during Flying Start sessions. During these sessions, the classroom teacher, accompanied by the Flying Start teacher and a teacher aide, worked together to support the learning needs of all students. Students from grades 1 and 2 who were identified as requiring further assistance were supported through the Intensive Reading Program. This program enabled students to work in a one-on-one situation with an experienced teacher aide, with each student receiving a daily 15 minute session. The structure of these sessions included the reading of seen and unseen texts, the learning of new sight words and the consolidation of comprehension of the texts read.

The aim of the Intensive Reading Program was for all students to make significant improvement with their reading, as measured by a PM Benchmark Running Record.
Computers were utilised to allow students to access programs to encourage, support and motivate learning. Programs included Reading Eggs, Wordshark and Numbershark. Ten students were selected to participate in Reading Eggs. Some of these students elected to access Reading Eggs at home as well as using it as part of their program at school.

Mrs Davies and class teachers worked with each number group for two lessons per week. This allowed group sizes to be smaller and for students with similar learning needs to work together. Students requiring additional support worked in a smaller group with the largest group being 12. The majority of students were keen to work in these groups and the demonstrated benefits included; more able students being supported by a teacher to move through the program at a quicker pace with extension provision, students who are developing independence received increased teacher support as more dependent students were grouped separately. Students with the most need worked in smaller groups to receive increased support.

**Catch-Up Literacy**

Catch-Up Literacy supported 12 grade 3 and 4 students. A teacher aide was trained and worked with students for 2 X 15 min sessions per week. Students from grade 1-10 have completed the PATComprehension online testing. The results from the standardised test will be used to inform along with internal and external data to inform new Catch-Up Literacy students and will be collected each year to map student progress.

Assessments included sight word knowledge, spelling, grapheme-phoneme matching, adjacent consonants, long vowels and letter names and formations. All students made progress with half of the students improving their reading by 6 levels. Our teacher aide reported an increase in all students' confidence.

**7-10**

Teacher aides were timetabled to identified students and to specific classes. The aide worked to support the students within the class as planned by the classroom teacher. At times students worked outside of the classroom on specific programs and projects to enhance their learning experiences, increase motivation and to allow for specific life skill teaching and learning to be undertaken.
Railton Campus
With the first year of amalgamation we continued to support existing programs and classroom support. The Railton Campus has received support through Raising the Bar funding which had previously been used to fund resources, Levelled Literacy Intervention Program and staffing of teacher assistants and 0.5 Assistant Principal. The only remaining funding was for the 0.5 AP. To ensure a smooth transition classes and the Levelled Literacy Intervention were supported by teacher assistants for 60 hours per week. This will continue in 2015 and data gathered to inform programs to run across the school to form a more consistent approach.

SoSafe
So Safe has been implemented on an as needed basis with identified students who have required intensive assistance in developing their understanding of personal development and relationships. The SoSafe program is specifically designed for students with communication difficulties and/or intellectual impairment and uses a set of visual aid conceptual tools to promote social safety. Identified students in high school and one student in upper primary participated this year.

Quicksmart
Quicksmart is a mathematics intervention program designed for students in grades 5-8. The program targets students who do not already receive funding or have an identified learning disability.

At the end of 2013 students completed online PAT Maths testing and teachers were asked to use this information, their own observation and their Australian Curriculum ratings of children to select possible candidates for involvement in the 2014 Quicksmart program. This allowed students to be identified early in the year and from teachers who have already worked with them for a year. The students who were eventually included, were selected based on factors such as greatest need, biggest gap between their age and the benchmark and their age. Twelve students were included on the program this year.

Students were tested on the PAT Maths online (Progressive Achievement Test) and a computer based test (CAAS – Cognitive Aptitude Assessment System). The latter of which has students answer random questions into a microphone as they flash up on the computer screen. Ten more students from grades 5-8 were selected as a Comparison group so as to monitor and compare the progress of the Quicksmart group.
Quicksmart students then worked with their aide and partner throughout the year, three times per week for 30 minutes.

Thirty minute sessions were structured in six, five minute blocks. These were:

1. Knowledge and Understanding Check
2. Flashcards (at the student’s level in one of the operations)
3. Speed Sheets
4. Computer (CAAS)
5. Independent worksheets
6. Maths game

Students were introduced to problem solving during the middle of the year. The problem solving strategy was also shared with class teachers new to the program to ensure continuity and consistency in this area. The language of Quicksmart – i.e. learning to ‘trust your head’ was also made visible around the school with posters. Students continued to be buoyed by fun competitions introduced by our enthusiastic aides, such as stopping the stop watch on 1.00.00; or making the 100 Club – 100 flash cards in a minute and earning their name on the Quicksmart Honour Roll.

All students participating in the program significantly improved their confidence in Mathematics.

Extending Students
Talented students have been supported within their classrooms by teachers planning appropriate curriculum to reinforce learning and to extend them through challenges.

Students who were identified as possessing good skills in literacy and numeracy were encouraged to participate in the NSW English and Mathematics competitions. A number of students in the school received credit and distinction awards.

School Psychologist
Heather Percey continued as our school psychologist at the Sheffield School and Carolyn McTurk/Penny Johnson supported the Railton Campus. Assessments were once again a focus, however an extensive waiting list still remains. Counselling of students occurred at the Sheffield Campus on an individual basis and a 9/10 secondary group participated in an 8 week group therapy focusing on adolescence and exploring identity, friendship and values.
ACHIEVEMENTS

Library Use
K-6 classes at Sheffield and Railton have used the library on a weekly basis for exchanging of books and quiet reading time. Some classes timetabled themselves in for further sessions in the library and used these times for research.

7 & 8 classes also used the library on a regular basis to access print and technology resources and change their reading material. Option classes have also booked and used the computers for research.

Teachers from K-10 have continued to use bulk loans to resource their classrooms with reading and research materials. This supported integrated units, author studies and literature studies within classrooms.

Students continued to enjoy the advantages of the State Library collection.

Students from across the school regularly borrowed books for school and home use. Approximately 1200 books are checked out each week by school students and staff. Some classes complete bulk loans from the library to stock their classes. These are changed each term.

The library has been open Monday, Tuesdays and Wednesdays at lunch time. This has continued to be a popular lunch time activity for a large group of students who use the computers for recreational purposes and for some, a quiet space to read.

At Sheffield, two mobile book cases have been purchased to replace the wire, swivel displays that didn’t display the books appropriately and as collections have grown. At Railton, the Library has had a significant refurbishment jointly funded by fundraising and the amalgamation refurbishment fund. The library has been painted, a large window fixed, the carpet has been replaced, and new shelving and a reader’s chair have been purchased.

Railton campus has accessed the current budget for book covering supplies and the budget next year will reflect this. $800 has been spent at Railton on books for their library this year from
the current budget. Non fiction and easy reader collections are in need of updating at Railton and again this should be reflected in budgeting considerations for 2015.

Kentish Council and RSL book donations for ANZAC Day were shared between the Railton and Sheffield Campuses.

**Library resources**
This year we again subscribed to Australian Standing Orders which included a subscription for each section of the school. We also continued to source books from Scholastic. 398 new books were purchased – 153 fiction, 59 non-fiction, 99 picture books and 85 easy readers. Weeded books in reasonable condition will be donated to Library Aid International.

**Computers**
The library computers continued to be used regularly for research, word processing, email and internet use by all grades. Four days each week, the computers are used after school by public library patrons, including students from the school. Primary students have enjoyed using the computers this year to access “Reading Eggs” and “Mathletics” programs.

**Integration of E-Learning Centre, State Library and Online Access Centre**
Our students also have access to the library and computers outside school hours. The Sheffield Community Library is open to the community for 10 hours per week after school under the management of Tim Wilson. Six school computers are now available for community use during these hours.
ACHIEVEMENTS

Opportunities for Participation

- A range of professional learning activities have been available for all staff to participate in. Professional Learning outside the school has been linked to school needs and priorities and also personal interests; 32 (91%) teaching staff have accessed external professional learning sessions. A number of these staff members have also attended more than one session during the year.

- Professional learning opportunities have been regularly advertised amongst staff via email and in sectional staff meetings; some staff members have also been targeted to attend particular professional learning sessions in order to drive achieving our school priorities.

- A number of staff have also attended professional learning related to the personal professional goals as outlined in their Professional Development Plans (PDPs) or related to working with particular children in their classes (i.e. Autism spectrum)

- In 2014 a number of staff have participated in Professional Learning Institute (PLI) conducted sessions aimed at developing knowledge, understanding, leadership and ultimately greater capacity back at school level in a number of key areas, including Geography in the Australian Curriculum; Curriculum Mapping and Planning, 21st Century Learning Design, Principals as Literacy Leaders (PALL), Differentiated Practice and the Beginning Teacher Program.

- Three more members of our teaching staff completed First Aid training. This was to ensure adequate First Aid knowledge at the Railton campus and to ensure camps and trips were covered with a staff member who holds this accreditation. Three staff members also completed training in managing and supporting with children with diabetes.

- Our aides were also well catered for in Professional Learning this year. Five aides have attended Supporting Classroom instruction professional learning sessions offered through the PLI; others have attended sessions on working with children with Autism; three have completed the diabetes training as mentioned above; one has completed First Aid certification and some have worked towards completing Certificate 3 in Education Support.
Kinder aides have also participated in early years professional learning alongside the teachers with whom they work. Erin Peirce from the Respectful Schools team also ran two afternoon sessions for four teacher aides at the Railton campus on relationship building, role definition and working with teachers. All aides have completed the disability modules.

- Our school psychologist and school support teacher also provided a professional learning session for all staff on understanding the jargon in academic reports and how this can then translate into an IEP (Individual Education Plan) and setting SMART goals. This was a particularly pertinent session as we have seen changes to the way IEPs are written and managed across the department this year.

Moderation/Professional Learning Days 2014

- The Minister determined that schools would be entitled to 4 Professional learning and Moderation Days in 2014 (set by the LSNW) designated for the implementation of the Australian Curriculum and the moderation of relevant achievement standards from the Australian Curriculum. The format of these days this year has been a mix of opportunity to work with and collaborate with staff from other schools in our area and of professional learning and team planning back at school level.

- Secondary staff this year have attended two moderation sessions and one professional learning session with all staff from other schools in our area (Latrobe, Ulverstone, Reece, Devonport and Sheffield). A working group, consisting of 1-2 members of staff from each of the schools have met regularly throughout the year and organised and hosted professional learning for our staff on quality assessment tools, specifically rubrics, with the aim of achieving consistency in practice amongst our staff members. The feedback from these days has been overwhelmingly positive and has assisted staff develop their understandings of the achievement standards of the Australian Curriculum.

- Secondary staff members for whom the Australian Curriculum (AC) is not currently being reported on, have used this time to moderate against the Tasmanian Curriculum Framework and to work with staff from other schools in progressing their understanding of AC implementation requirements. One of our staff members worked with the state curriculum teacher leader (CTL) in Technologies in preparing the outline for the day for this group of staff.
• Primary staff have attended one moderation session with staff from other primary schools in our cluster. This was held at the end of term one. It would seem that primary staff would also benefit from the opportunity to meet with staff from other schools in our area more regularly, given what has occurred in the secondary sector. However, with the dissolution of ‘clusters’ and the move from other schools to focus more on their school priorities, opportunity for this to occur has been lacking.

• Primary staff have used parts of the two other Professional Learning Days to participate in Internal Moderation procedures; progress our work and understandings on our school Literacy Plan and to work in their teams on the Geography curriculum, which came into operation this year.

• Parts of PL days and after school meetings were utilised to further advance school priorities in the areas of;
  - Quality teaching and learning (year overview plans and curriculum planning with the Australian Curriculum, Differentiating the Curriculum, backward design)
  - Literacy / numeracy (Supporting Literacy and Numeracy Success document, the conditions for learning, and review of school literacy plan)
  - ICT (New staff laptops and applications, Fronter); and
  - Department of Education publications, including the suite of “Good Teaching” resources and ‘Respectful Schools, Respectful Behaviours’

**Beginning Teacher Program**

• Three staff members have participated in the Beginning Teacher (BETTr) program this year. They have attended three professional learning days during the year and have accessed banked non-contact time throughout the year to make school and class visits to ‘experts’ or excellent practitioners in areas they have identified as areas of interest or to use at reporting time.

• Two of these staff members have taken on leadership roles in the school and have attended relevant professional learning and shared their learnings with other staff members in the areas of Fronter training and Numeracy leaders.
Visiting Experts

- Geoff Davis from the Respectful Schools team worked with staff in the afternoon of one of our professional learning days to introduce the Respectful Schools, Respectful Behaviour document. Following this, staff members were asked to complete a survey regarding our current school practices. The outcomes and needs arising from this survey will be discussed at Management level early in 2015 and will provide direction in this area.

- Three senior staff members attended Donna Cross, an expert in child health, aggression and bullying in young people. This knowledge gained at this session will also assist in formulating a cohesive behaviour and pastoral care plan.

- Heidi Bush (Curriculum Consultant, Meaningful Learning) visited the school on three occasions, working with staff to assist in developing their understandings of Differentiation. Her first session provided staff with a comprehensive overview of Differentiation. Secondary and then primary staff worked with Heidi further to progress some unit and lesson plans they were working on and have the advantage of her input into these.

- Four staff members attended renowned behaviour management expert, Bill Roger’s session “Cracking the Hard Class” in July. These sessions are always reported positively back at school and we have now had a quite a number of staff attend his sessions.

- Michael Fullan visited the state in October. Michael Fullan is an expert in the field of educational studies. He addressed all staff, state wide via LYNC in October. Following this, one senior staff member attended his New Pedagogies for Deep Learning session in Hobart. The feedback from this: that our school is well placed with established team structures, to continue to drive change and improvement within our school.
After being elected, the first task for the secondary Student Representative Council was for the students to decide which positions they would be responsible for during 2014. Hannah Huett was elected as President and Samantha Woods as Vice President. Liam Davies agreed to the role of Treasurer, Malachi Hinrichsen as Secretary and Trevor-Brand Jones, Media Consultant. Patrick Bingham co-ordinated the music for our socials, Hamish McLean scripted the assemblies and Bronte Page liaised with the primary SRC. All the students undertook their responsibilities with thoroughness and maturity.

The 2014 elected Grade 10 Student Representatives and House Captains began their year with Leadership training at the GRIP Leadership day in Launceston. This was very worthwhile and inspired them all to develop as leaders in our school. Later in the year the SRC participated in the Tasmania Youth Forum and had the opportunity to debate employment issues with student leaders from other schools.

Mr Bakes and Mrs Last co-ordinated the Primary SRC and did a great job. The elected class representatives were role models for their peers and continued the focus on the importance of uniform, respecting their classrooms and behaving responsibly. The Primary SRC hosted the Footy Colours Day fundraiser this year and donated much needed funds towards cancer research.
During the year the secondary SRC were supportive of a number of fundraising activities including hosting three very successful socials. Also, Relay for Life, raising funds for the Starlight Foundation with Be A Star Day across both campuses, running the most financially successful Sheffield 40 Hour Famine and ongoing support of our school sponsor child in China.

40 Hour Famine sleepover

Term 3 social

The council members participated in traditional activities such as running school assemblies, assisting with the athletics carnival sausage sizzle and hosting our formal assemblies. At all times they were excellent representatives of our school and all have agreed, while it has been an extra work load, they have developed in confidence and leadership skills. On behalf of the SRC I would like to thank our school community for its generosity and support and wish the 2015 SRC every success under the guidance of Miss Dudley.