

# Timbumburi Public School

## Annual Report



2016



1016

## Introduction

The Annual Report for **2016** is provided to the community of **Timbumburi** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jane Kibble

Principal

### School contact details

Timbumburi Public School

542 Kia Ora Lane

Timbumburi, 2340

[www.timbumburi-p.schools.nsw.edu.au](http://www.timbumburi-p.schools.nsw.edu.au)

[timbumburi-p.School@det.nsw.edu.au](mailto:timbumburi-p.School@det.nsw.edu.au)

6767 0232

# School background

## School vision statement

*“Where everyone has a chance to shine”*

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

## School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a stable enrolment pattern, with a 2017 student population of 141. This is an increase of 18% over the past 10 years. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by seven teachers including a teaching principal and a teaching assistant principal. In addition there is a full time school administrative manager and a part time school administrative officer. Our general assistant is at school for a day and 3 hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities:

Sport

Environmental activities

Parent finance – book packs, resources, voluntary contributions

Student support

The school has a sizeable proportion of students with moderate to high support needs.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In Learning, Timbumburi has demonstrated the level of Delivering. In 2016 our efforts focused largely on learning culture and wellbeing. Staff and students are working to develop a culture of high expectations, which are clearly articulated. Our school has continued to promote a range extra curricular activities both within and without the school. Primarily these have involved sport, music and creative arts. These have promoted wellbeing and promoted the work of the school and its students. Staff have been involved in examining the school's wellbeing policy and will be continuing to draft a new, responsive document next year.

In Teaching, we believe the school is delivering. The staff have been involved in peer observations, providing feedback and sharing effective teaching strategies. In 2017 the school will be involved in trialling the new ACARA Learning Progressions, which will provide teachers with the opportunity to engage with other teachers across the state about consistent teacher judgement. Timbumburi has close ties with our school community and we believe that sense of community leads to a whole school responsibility for wellbeing. The school encourages positive attitudes and behaviours in all students and engages with the wider community, using a range of pathways with other organisations to ensure success. The school will continue to build on our communication strategies with parents and community members, ensuring that the parent voice is heard in decisions.

In Leadership, we believe the school is delivering. Our school community is a positive one, with strong links to other organisations in the community. Parents and community members are an integral part of the school and its work. The school is well–maintained and provides a safe learning environment. School staff willingly take on leadership roles within the wider Department of Education, with both teachers and SASS staff involved at an executive level in a number of departmental committees.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

An expert teaching team

### Purpose

To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide quality learning for all students.

### Overall summary of progress

The school assessed mathematics using a standardised test that allowed effect size to be calculated for all classes. All classes achieved growth at or above 0.9 indicating successful teaching and learning. A score of 0.9 is indicative of significant achievement.

The results from a range of spelling assessments across all stages show students making steady but not exceptional progress. Many students are not transferring their spelling knowledge from a test situation to being able to apply it to real world scenarios.

NAPLAN results for Year 5 show our student growth from Year 3 to Year 5 is above the state average for all areas except grammar.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Standardised testing will show an average effect size in Mathematics of greater than 0.4 for all classes.	Program supervision by executive as part of professional development framework shows learning goals as part of maths and English. Learning walks and lesson observation show learning goals displayed and used. Discussion with students as part of learning walks showed students clearly able to elucidate learning goals. Data collected by LST, SLISO and classroom teacher mapped against literacy continuum shows growth for 90% of students. The remaining 10% of students met expected growth targets as identified in their IEP	<ul style="list-style-type: none"><li>• Visible Learning project funded through Rural and Remote program.</li><li>• Professional development funding (\$6000).</li><li>• Low level adjustment for disability (9687).</li></ul>

### Next Steps

- The school will continue to monitor progress made in mathematics during 2017. The deployment of PAT-R online assessment will begin in 2017. Teachers will continue to seek professional development in the area of mathematics.
- Spelling has been carried over as an area for development in 2017. Staff will continue to implement an online spelling program and collect assessment data to inform next steps.
- One staff member has achieved accreditation at proficient level and another teacher is investigating achieving highly accomplished level.
- The school continues to support its regular casual teachers as they work towards accreditation at proficient level.

## Strategic Direction 2

A quality learning environment

### Purpose

To create high expectations and raise standards of achievement, reducing the gap between the highest and lowest achievers.

To provide support by ensuring resources meet the needs of our student population.

### Overall summary of progress

A focus on providing additional learning support for students has meant the school has been able to cater more successfully for a wider range of students. Professional development around data analysis has meant a greater focus on what works for students. This has also provided teachers with the opportunity to engage in professional dialogue around consistent teacher judgement. Reviewing and revising LST referral system has streamlined process and allowed more equitable access to limited resources. Centralised record keeping has meant a reduction in time needed for administrative tasks, as well as a clearer picture of how we are supporting students, for how long and with what outcome

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
With the exception of students identified with learning disability and supported with specific Individual Learning Plans all students achieve at or above state average growth in NAPLAN. Year 3 2015 to Year 5 2017 and Year 5 2015 to Year 7 2017.	<ul style="list-style-type: none"><li>• Regular participation in learning support network meetings has provided the learning support teacher with a wide range of skills they have shared with other staff at staff meetings</li><li>• Additional funding has allowed 5 students more than in 2015 to access learning support.</li><li>• The school's focus on lifting outcomes for all students has lead to our achieving our target of seeing student growth at or above state average for all areas except grammar and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Low level adjustment for disability (\$20540)</li><li>• QTSS – staffing (\$5101).</li><li>• Teacher Professional Learning (\$2000.00)</li></ul>

### Next Steps

- Timbumburi will continue to provide a strong learning support program to students who require additional support. RAM funding will be used to provide support.
- A continued focus on moving students from the bottom two bands will again be a focus in 2017.
- The school will move to online testing to facilitate data collection in Mathematics.

## Strategic Direction 3

Community partnerships

### Purpose

To build a school culture that is supportive, innovative and creative.

To promote achievement and foster well being in a range of areas including academic, sporting and creative pursuits.

To provide an environment that encourages meaningful partnerships in learning.

### Overall summary of progress

Staff have developed a comprehensive and responsive LST referral and record keeping system that allows for the tracking of students to ensure their needs are met. Work continues on a Wellbeing framework that recognises the importance of developing, recognising and promoting positive behaviours. Parents play an important role in the development of positive attitudes towards learning, engagement and school behaviour.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 10% reduction in student behaviour incidents.  Student engagement is at the same level as the state average as shown in Tell Them From Me surveys.	<ul style="list-style-type: none"><li>• 2016 Sentral behaviour data shows a 10% reduction in serious behaviour incidents.</li><li>• TTFM surveys show that 76% of students at Timbumburi are interested and motivated as opposed to 78% as the state average. Interestingly, boys are more highly motivated than girls, with Timbumburi's average being 4% above state average.</li></ul>	Socio-economic background (\$9266)

### Next Steps

- The school will continue to use a range of strategies to engage and motivate students, including project based learning, genius hour and collaborative learning opportunities.
- The school will continue to celebrate and reward positive behaviour.
- The Wellbeing Framework will be finalised in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	In 2016, Timbumburi's Aboriginal loading was used to employ a part time SLSO to support Aboriginal students in the classroom in the areas of literacy and numeracy.	\$8066.66
<b>Low level adjustment for disability</b>	Our 2016 disability funding was used to employ an SLSO who worked with a number of children, supporting them in their learning. Staff delivered a number of intervention strategies for targeted students including multi-lit, Centre for Effective Reading programs, speech programs and gross motor programs. A teacher provided extra support for students identified through the learning support team as requiring additional learning support. Personalised learning plans were developed for these students and delivered by the teacher.	Staffing – 0.2 – \$20,540 \$9687.00
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS provided staff with the opportunity to develop teaching practices by working collaboratively with the support of an experienced mentor/executive member.	Staffing 0.05 – \$5101
<b>Socio-economic background</b>	Support was provided through Low SES funding to identified students which allowed them to take part in a wide range of learning and extra curricular activities. A casual teacher was employed to support students moving between transition points on their learning pathway.	\$9266.73



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	72	77	71	79
Girls	56	64	60	65

The school's enrolment data shows periods of stability, with a small and gradual increase in student numbers. The gender balance shows slightly more males students than females. Numbers are generally evenly spread between infants and primary. enrolments have been sustained in 2017 which should be reflected in the 2017 data.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	97.3	94.8	95
1	96.3	95.6	95.2	96.7
2	95.4	96.7	96.2	92.5
3	98.2	95.2	96.8	96.3
4	96.1	98.1	94.2	93.5
5	95.4	97.4	96.3	96.6
6	95.5	94.9	95.2	95.4
All Years	95.9	96.4	95.6	95.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Timbumburi Public School has high attendance rates which are above state average levels. The school and its community value school attendance and work together to achieve positive outcomes. The school works with the HSLO whenever necessary to support students in achieving high attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration & Support Staff	1.71
Other Positions	0.05

\*Full Time Equivalent

The school staffing has remained stable. There are no staff members that identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Timbumburi Public School believes that all staff should have the opportunity to participate in ongoing professional learning to improve teaching and learning practices. Professional development related directly to the school's strategic directions. All teaching staff developed a PDP with individualised professional learning, targeting goals with a focus on improving individual practice and student learning outcomes.

Some of the professional learning opportunities included:

- Collaboration with other schools at the Small Schools conference;
- Ongoing transition planning with Tamworth High School;
- New NSW syllabus updates;
- Visible learning training; and
- Learning walks

One staff member was successful in completing their accreditation at Proficient level.

# Financial information (for schools using OASIS for the whole year)

## Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>91 244.08</b>
Global funds	139 241.52
Tied funds	96 338.54
School & community sources	66 569.95
Interest	2 107.80
Trust receipts	8 087.30
Canteen	0.00
<b>Total income</b>	<b>403 589.19</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 044.61
Excursions	39 237.58
Extracurricular dissections	33 847.07
Library	1 773.49
Training & development	2 110.87
Tied funds	104 830.03
Short term relief	23 831.41
Administration & office	42 728.43
School-operated canteen	0.00
Utilities	19 583.50
Maintenance	18 578.56
Trust accounts	7 502.23
Capital programs	0.00
<b>Total expenditure</b>	<b>299 067.78</b>
<b>Balance carried forward</b>	<b>104 521.41</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

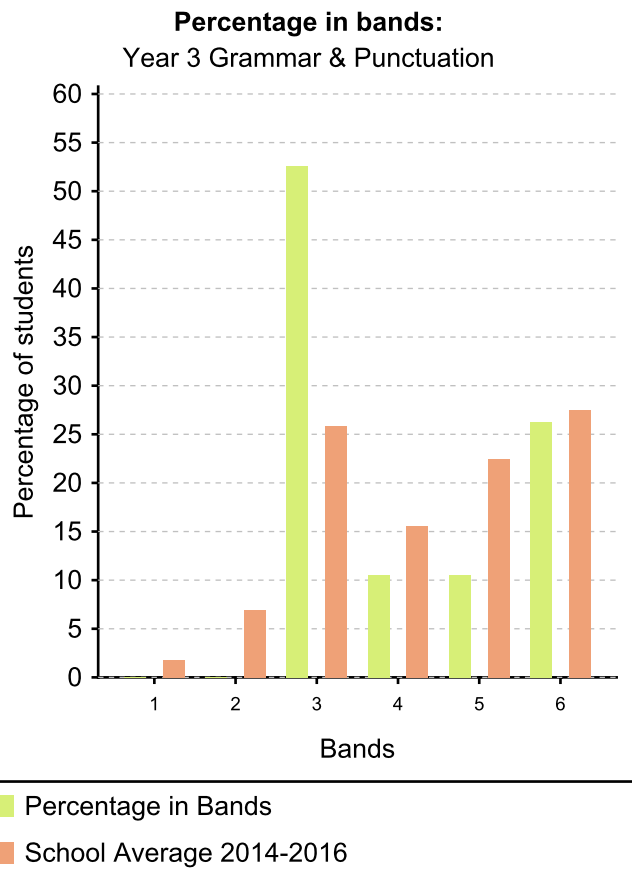
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

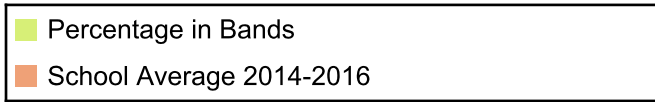
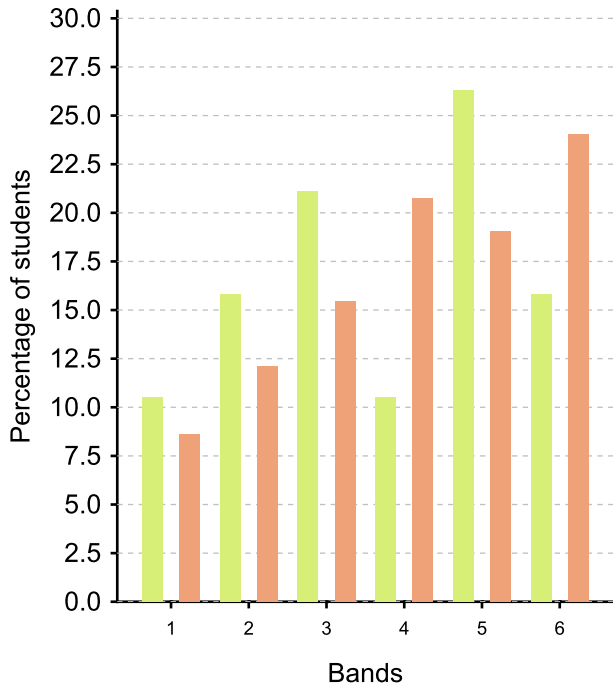
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Student growth was an area of strength for our school. In reading, spelling and numeracy, our growth was above state average. Our average scaled growth score for reading was 109, whereas that of the state was 80. In spelling, an area of focus for the school in 2016, our average scaled growth was 97.3, whereas the state average growth was 77.6.

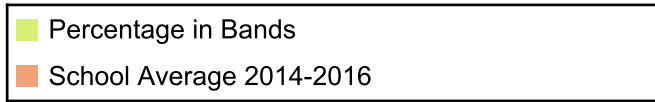
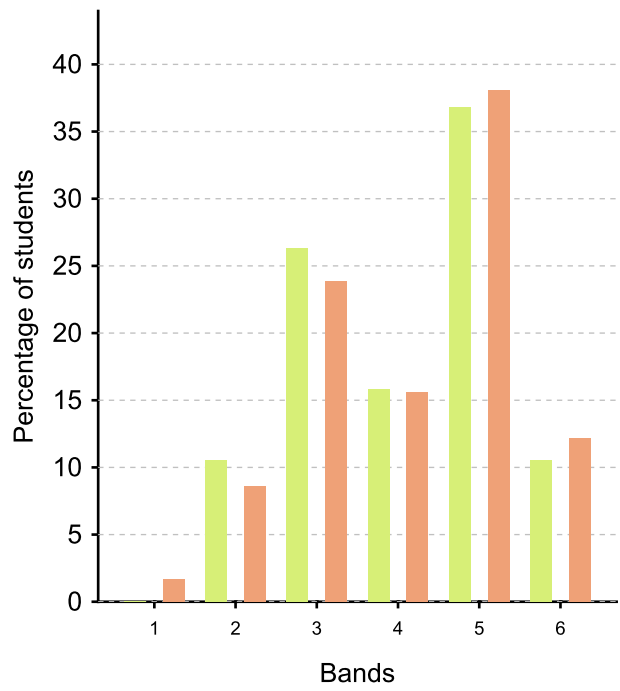
In reading, 42% of our Year 3 students are in the top two bands, indicating proficiency. In writing, 47% of our Year 3 students have achieved proficiency, placing them in the top two bands. In Year 5, Timbumburi had 31% of students achieving proficiency in NAPLAN testing, placing them very close to the state average of 33%.



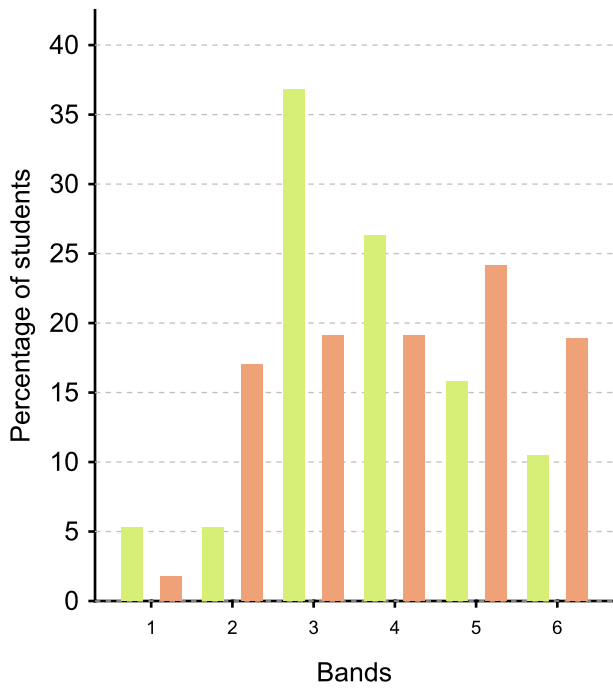
**Percentage in bands:**  
Year 3 Reading



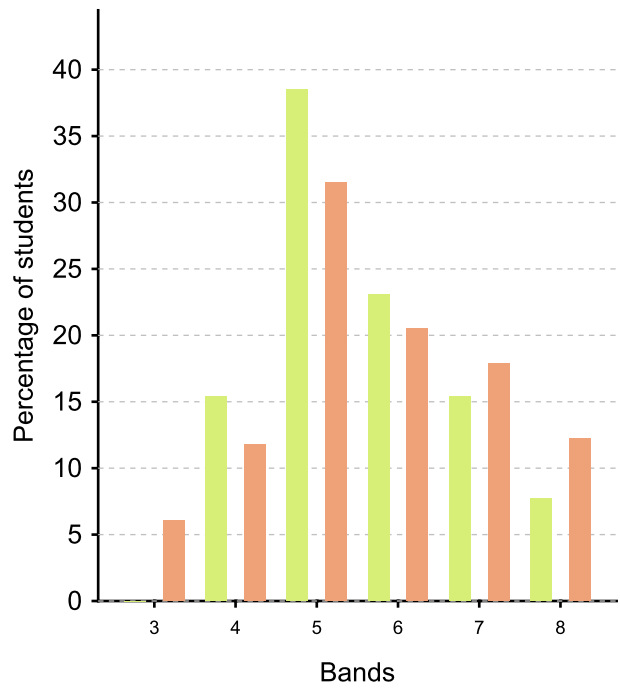
**Percentage in bands:**  
Year 3 Writing



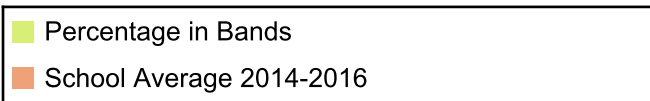
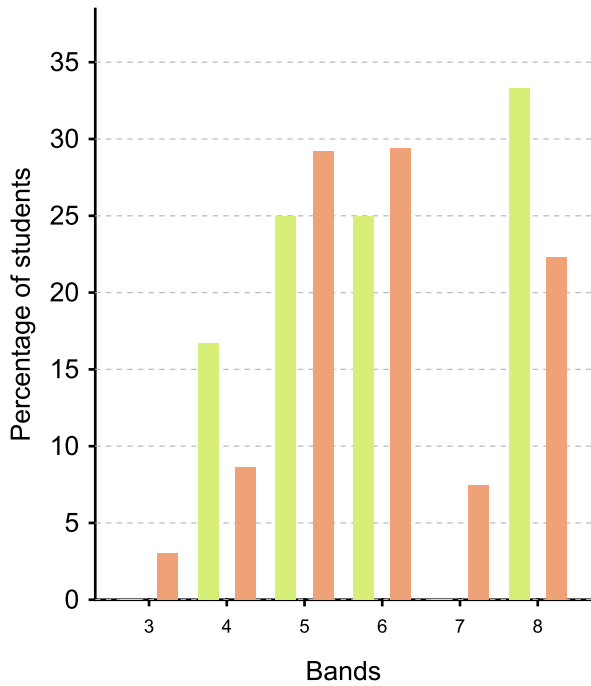
**Percentage in bands:**  
Year 3 Spelling



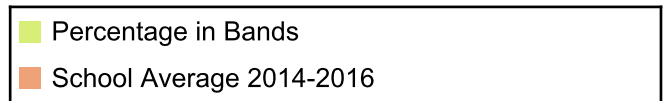
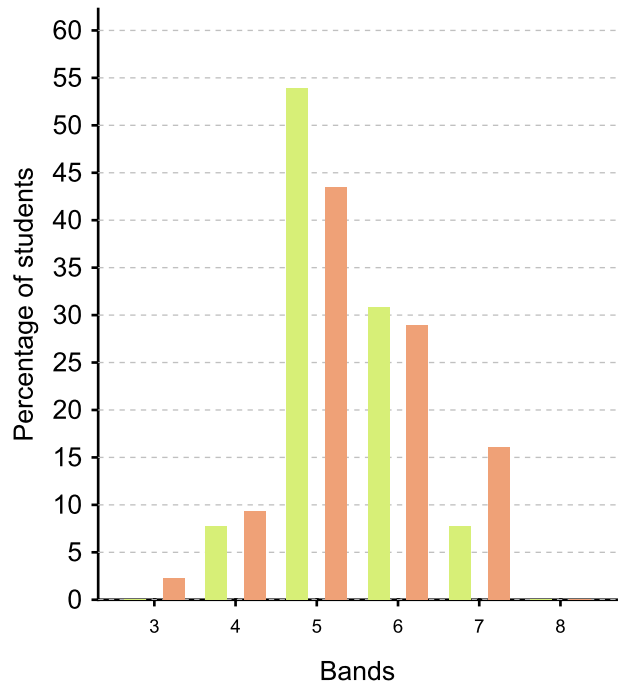
**Percentage in bands:**  
Year 5 Grammar & Punctuation



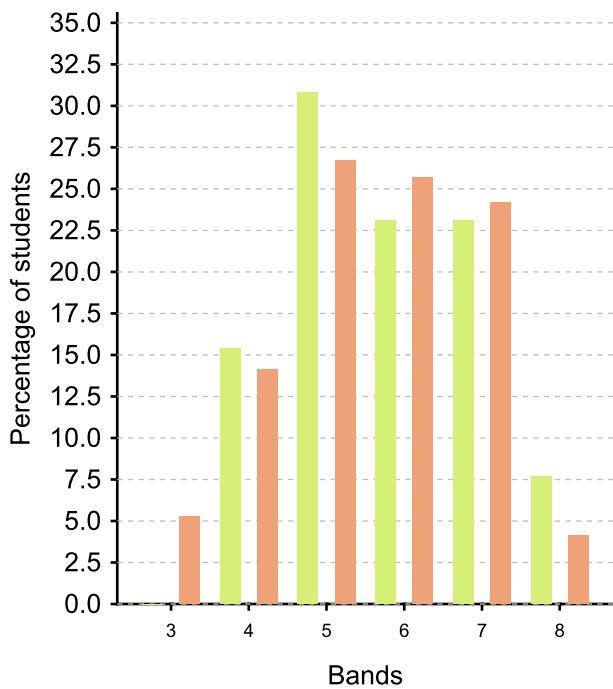
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

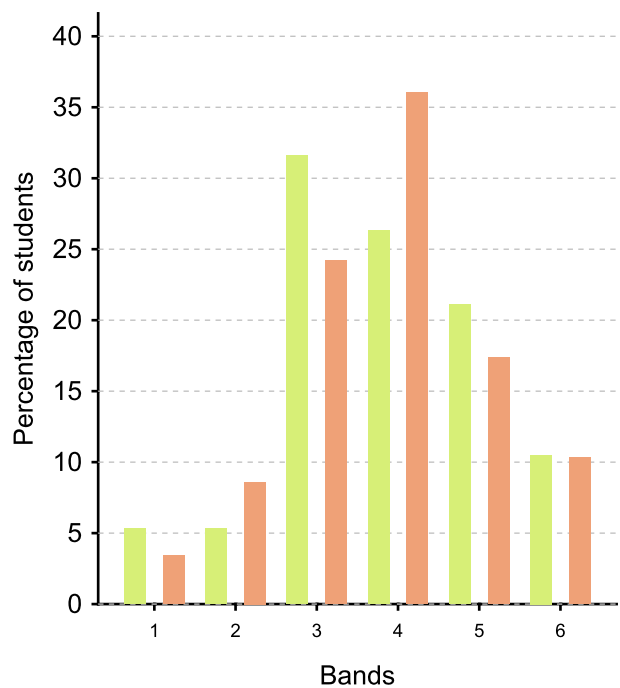


**Percentage in bands:**  
Year 5 Spelling

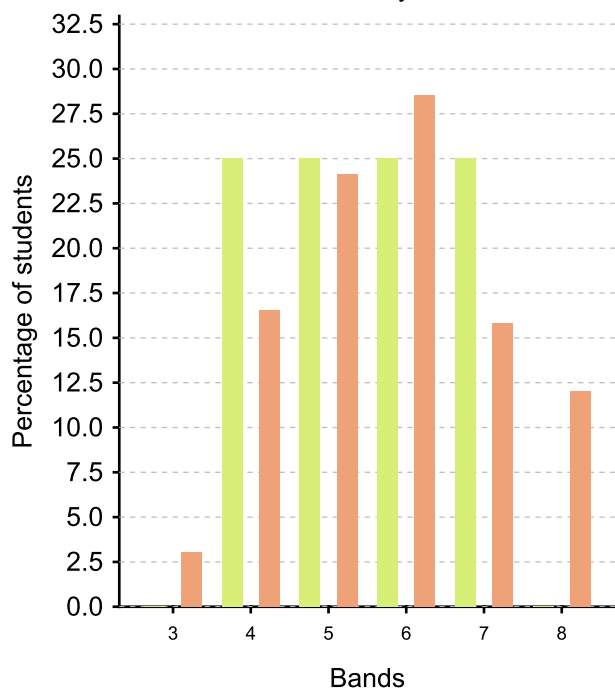


Numeracy growth for students in Year 5 at Timbumburi Public School sat at 109.9 for 2017, as compared to the state average of 91.77. In Year 3, 32% of our students achieved proficiency, placing them in the top two bands. That placed them close to the state average of 39%.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

Focused discussions with parents as well as verbal feedback indicate parents are largely satisfied with the opportunities offered at Timbumburi Public School. Parents have indicated that the range of extra curricular activities is wide, especially in sport, chess, debating and public speaking. Students have ample opportunity to participate in a selection of events. A small number of parents would prefer to see additional opportunities in creative and practical arts, particularly in music.

Parents have expressed increasing satisfaction with the range of ways school communicates with families, with the school utilising Facebook, Instagram, emails, an app and a regularly produced newsletter. There have been requests, however, for the school to review its communication of decisions such as class composition and school administrative decisions, allowing for parent input. This will be discussed at School Council meetings in 2017. Parents have expressed appreciation for the use of class apps such as Seesaw and in an effort to open the classroom environment to parents who may not be able to get to the school, every class will be trialling Seesaw in 2017.

The majority of students indicated through the Tell Them From Me surveys that school is place where they feel they are valued and safe. In terms of belonging 80% of students see school as a place they belong. students believe that education will benefit them personally and economically and will have a strong bearing on their future. In our school, 95% of students in Years 4, 5 and 6 valued school outcomes. The NSW

government norm is 96%. In Year 6, 100% of students valued school outcomes. In our school 84% of students had positive behaviour, compared with the NSW government norm of 83%.

Staff indicate that they value working at Timbumburi Public School. They believe the partnerships between parents and school are sound and say they work hard to promote those connections. Staff believe the targeted professional development that has flowed as a result of PDPs is valuable, but would like to see more opportunities for professional development in the area of curriculum.

The opportunity to review the school's LST policy is one staff have welcomed, as they have felt that at times the distribution of learning support services does not sufficiently target those students who need it most.

## Policy requirements

### Aboriginal education

Timbumburi Public School continues to support its Aboriginal students and families. Aboriginal perspectives are integrated across Key Learning Areas. Many texts studied in class are from an Aboriginal perspective and seek to teach students about Aboriginal culture. All staff participated in cultural awareness training. Timbumburi has held NAIDOC week celebrations as well as cultural activities led by visiting Aboriginal elders and performers. Students have undertaken excursion to places of cultural significance led by local Aboriginal elders.

### Multicultural and anti-racism education

Timbumburi Public School is a place where respect, tolerance and understanding of different cultures is valued. The school ensures that it remains inclusive by implementing teaching programs that encompass multicultural perspectives. Students participate in Harmony Day, where they recognise and respect the diverse cultural backgrounds of our Australian population.

Participation in the Multicultural Perspectives Public speaking competition allows students to demonstrate an understanding of cultures other than their own and reflect on the wide range of cultures that make up Australia.

A number of classes are taught Indonesian as part of their release from face to face time, which provides an opportunity to closely examine a culture that is different to the one most students are familiar with.

An anti-racism officer is elected from among the staff at the start of the year. their role is to be accessible to staff and students in the event of issues regarding racism.