

# Tallimba Public School

## Annual Report



2016



3153

## Introduction

The Annual Report for 2016 is provided to the community of Tallimba Public School 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.

Debbie Morden

Principal

## School contact details

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## Message from the Principal

I am pleased with the social, academic and sporting achievements of our students and the continuing success of the plans and approaches being implemented by Tallimba Public School to develop high quality learning opportunities and experiences for our students.

At Tallimba Public School success is supported by the strong belief in equity and equality for all. This is reinforced throughout teaching and learning programs, student opportunities and whole school planning. We have highly dedicated staff who work collaboratively, to ensure Tallimba Public School provides a learning environment that is fair for all. This allows our students to feel included and encouraged to achieve their full potential. Our Students are energetic and inspired young people who are eager to learn and participate in the range of educational opportunities provided for them at the school. Tallimba Public School enjoys tremendous support from our parent body and local community.

At our annual self-assessment and review meeting involving staff, the executive of the Parents' and Citizens' Association and student leaders, the following key features of our achievements for Tallimba Public School in 2016 were identified:

- In 2016, Tallimba Public School underwent an External Validation Review. The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework. The School was found to be Delivering in the three Domain areas of Learning, Teaching and Leading.
- Students in Years 3 and 5 sat for the National Assessment Program in Literacy and Numeracy. Our school results were outstanding with students achieving above average results in both Literacy and Numeracy. This indicates that our strategies to improve student learning in literacy and numeracy in the early years of schooling is having great impact.
- Staff participated in Instructional Rounds. Working collaboratively with the Small Schools Network, the focus for the rounds was on providing timely and effective quality feedback. Professional development from 2015 in the How2Learn strategies and Focus on Reading remained a priority to ensure these strategies were firmly embedded into the teaching and learning practices, cultivating a strong learning culture here at Tallimba Public School.
- The school once again received a substantial grant from Sporting Schools Australia. These grants allowed the school to purchase new equipment and provide students the opportunity to participate in a range of sporting activities they may not normally have the opportunity to experience. These included; Lawn Bowls, Soccer skill development program and an Intensive Swimming program.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's

achievements and areas for development.

Deborah Morden

Principal

## School background

### School vision statement

At Tallimba Public School we take pride in delivering an excellent education in a warm and nurturing environment. Our strong relationship with all members of the school community contributes to the creation of a happy, safe and secure and welcoming school environment.

Our teachers are highly trained, caring individuals who are committed to helping all our students reach their full potential across all the key learning areas (KLAs) as well as the broad range of extra-curricular activities the school offers.

We are an innovative school community supportive of the idea of life-long learning. We continuously evaluate our approaches to learning to ensure that our school is always at the forefront of 21st Century Education and our students are not disadvantaged through our rural and remote location.

We believe the welfare of students and their families is paramount. We are committed to building self-esteem in students and to ensuring both responsible behaviour and a strong sense of civic pride.

**Tallimba Public School is a small school achieving big things.**

### School context

Tallimba Public School is a small community school located in a tiny village of less than 20 residents. The village serves the surrounding stock raising and crop growing area. The community continues to be psychologically and financially affected by a long-lasting drought and now more recently excessive flooding of the local area, as a result parents have indicated they would like to strengthen welfare programs which overcome some of the disadvantages caused by these environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently a significant number of enrolments are from low socio-economic families. A very strong Student Representative Council (S.R.C.) operates at Tallimba Public School.

There are two full time teachers, a teaching principal and a classroom teacher, as well as one part-time learning support officer, for two multigrade classes. For five days per week the students are organised into two staged groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;– Curriculum and Learning the evidence presented indicates the school is operating at the Delivering stage– Assessment and Reporting the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;– Effective Classroom Practice the evidence presented indicates the school is operating at the Delivering stage– Collaborative Practice the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of;– Leadership the evidence presented indicates the school is operating at the Delivering stage– School Resources the evidence presented indicates the school is operating at the Delivering stage.

To make further improvements the school will:

- \* Establish a more effective system of collecting evidence to inform practice.
- \* Seek and evaluate the effectiveness of further professional leadership opportunities.
- \* Become more familiar with the tools and strategies available to analyse data.

Our self-assessment and the external validation 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

### LEARNING AND CURRICULUM

#### Purpose

To ensure all students and staff reach their individual potential through focussed quality teaching and personalised learning programs. To develop skills in critical thinking and problem-solving to enable all to become lifelong learners.

#### Overall summary of progress

Evidence collected from internal and external assessment data indicated that all students made pleasing progress in the areas of Literacy and Numeracy.

In the Curriculum and Learning domain the evidence presented indicates the school is operating at the Delivering stage–

In the area of Assessment and Reporting the evidence presented indicates the school is operating at the Delivering stage.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
High level of student achievement in Literacy and Numeracy as measured using internal and external assessment data.	Observational Rounds were carried out and data collected was used to inform future teaching and learning direction and strategies.	\$2500 (Teacher Professional Learning Funds)
Teachers and students regularly monitor progress through assessing, plotting and tracking student improvement using the NSW Literacy and Numeracy continuums and cluster markers.	Improvement in Literacy results has increased remarkably over the past three years and this has been linked to the targeted professional development training. Future direction will focus on the need for further professional development in numeracy. Data indicated an improvement in this area	\$15 000 (Employment of a SLSO 5 days perfortnight)

#### Next Steps

Continued use of Plan software and Literacy and Numeracy Continuums to monitor and reflect on learning progress

## Strategic Direction 2

### EQUITY

#### Purpose

To increase community support of our students through a school-wide focus on student equity and well-being programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

#### Overall summary of progress

Individual Learning/Behaviour Plans were implemented and written in consultation with students and parents which turn have seen an improved student outcome achievement. Increased Parent and Community engagement and involvement has shown an increased participation rate through greater attendance numbers at school events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual Learning/Behaviour Plans are implemented and written in consultation with students and parents.	.Individualised learning/Behaviour plans were written In consultation with students and parents in order to identify learning goals targeted to the student's individual needs. Evidence shows that during the year of 2016 no students required behaviour modification plans.	
Parent and Community engagement and involvement to show an increased participation rate through greater attendance numbers at school events	Collaboration with staff and students from the small schools network has continued to provide students with quality learning opportunities that they may not have otherwise had the opportunity to experience.	

#### Next Steps

Continued collaboration with the Small Schools Network, parents, community and students

### Strategic Direction 3

#### COMMUNITY PARTNERSHIP

#### Purpose

To develop a school culture in which students, staff and members of the school community take responsibility for ongoing learning and foster active participation and engagement in forming positive educational partnerships

#### Overall summary of progress

Increased communication within the school community has elevated community knowledge in regards to knowing and being committed to the school's strategic directions and practices to achieve educational priorities

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Everybody within the school community knows and is committed to the schools strategic directions and practices to achieve educational priorities	Students participated in an 8 week Lawn Bowls program travelling to the Weethalle Bowling Club where local community members instructed students on skill development and the rules of the game A positive response was received from community and family members in supporting the number of school events that were held over 2016	Sporting Schools Grant funding was used to subsidise this program

#### Next Steps

Continue to engage and utilise local community members, clubs and organisations, where possible, to support student learning outcomes



## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	12	11	11
Girls	9	8	8	12

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	92.4	89	94
1	91.6	96.4	90.1	89.9
2	91.5	88	94.1	92.3
3	95.5	96.7	84.6	92.3
4	93.3	96.7	90.4	90.7
5	94.8	96.9	93.4	96
6	92.5	89.1	90.8	96.7
All Years	92.7	94.3	90.8	92.9
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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.72
Other Positions	0.1

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>36 233.05</b>
Global funds	40 126.62
Tied funds	23 545.91
School & community sources	11 777.26
Interest	0.00
Trust receipts	895.00
Canteen	0.00
Total income	112 577.84
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 774.59
Excursions	4 390.59
Extracurricular dissections	5 730.83
Library	0.00
Training & development	5 188.15
Tied funds	23 545.91
Short term relief	866.97
Administration & office	21 696.75
School-operated canteen	0.00
Utilities	6 321.38
Maintenance	4 019.81
Trust accounts	895.00
Capital programs	368.95
Total expenditure	81 798.93
<b>Balance carried forward</b>	<b>30 778.91</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.

Students in Years 3 and 5 sat for the National Assessment Program in Literacy and Numeracy. Our school results were outstanding with students achieving above average results in both Literacy and Numeracy.

This indicates that our strategies to improve student learning in literacy and numeracy in the early years of schooling is having great impact

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

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

The majority of parents see the implementation of the How2Learn values of a positive growth mindset as the key learning environment they would like their child to experience at Tallimba Public School. Parents hope their child will become confident, resilient and well educated while at Tallimba Public School. They support continuous acknowledgement of all achievements, academic or otherwise.

## Policy requirements

### Aboriginal education

To celebrate NAICOC week students were provided the opportunity to participate in extra curricula activities and aboriginal education focus days with the small schools network. Aboriginal education is embedded in Key Learning Areas and taught through specific units of work.

### Multicultural and anti-racism education

At Tallimba Public School Harmony Day is celebrated through a range of activities including but not limited to; cooking, art, literacy activities and music. Japanese language is taught across all grades Kindergarten to Year 6. A Japanese day was held at Tallimba Public School with a special guest speaker, traditional costumes and culinary dishes experienced by the students. Students carried out individual projects on a country of choice chosen by the local shire as part of their cultural celebrations.

A trained staff member fulfils the role of Anti-Racism Contact Officer.