

Central Tilba Public School

Annual Report



2016



3214

Introduction

The Annual Report for 2016 is provided to the community of Central Tilba 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.

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Principal

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School background

School vision statement

The staff and community of Central Tilba Public School seek to deliver quality education to develop the individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

This will be fostered through encouraging a lifelong love of learning to produce well-educated and articulate citizens, capable of achieving their potential in the 21st century.

School context

Central Tilba Public School is a small PP5 school located on the south coast of New South Wales. It is a two teacher school with enrolments steady in the mid thirties. It services a rural community bordered by Mystery Bay to the north, Dignams Creek to the south and Wallaga Lake to the east. It is part of the Far South Coast network of schools and is a member of the Eurobodalla Learning Community and Gulaga Community of Schools.

Central Tilba Public School caters to a diverse group of rural students and is supported by a strong community and P&C input.

In NAPLAN results, the school consistently performs at equal to or above the national average in Literacy and Numeracy.

Central Tilba Public School has a strong record of achievement and excellence in sports, creative and performing arts and public speaking.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Our reflections of each element indicate that Central Tilba Public School is currently at the 'Delivering' or 'Sustaining and Growing' level of the framework in all areas. The aim of all schools is to progress to the 'Excelling' level.

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

Quality Teaching and Assessment

Purpose

To ensure learning for all students in our school is based on differentiated high quality educational delivery, engaging and challenging learning experiences and consistent assessment practices to allow students to achieve goals and high expectations in Literacy, Numeracy and other Key Learning Area perspectives.

Overall summary of progress

During 2016 a number of Milestones were set, which were reviewed twice a term. Regular staff meetings were used to monitor progress and 'keep on track'.

In terms of Quality Teaching and Assessment, staff, students and parents became more skilled in their knowledge of Measurement and Geometry (Numeracy) and Vocabulary and Speaking (Literacy).

NAPLAN results in 2016 indicated that the school is on track to achieve its improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By the end of 2017, 50% of students in Literacy (2015–2017 average) and 60% of students in Numeracy (2015 – 2017 average) will be recognised in the proficient cohort as measured by NAPLAN, while maintaining 100% in minimum standards.	In 2014, 45% of students in Literacy and 31% in Numeracy were recognised in the proficient cohort as measured by NAPLAN. After two years of the school's three year plan, 57% of students in Literacy and 53% in Numeracy were recognised in the proficient cohort as measured by NAPLAN. 100% of students attained minimum standards.	\$1 658
By the end of 2017, all primary children will have an understanding of the Literacy and Numeracy Continuums and be able to monitor the progress in their learning.	In 2016 all primary students worked towards assessing their learning in the Measurement and Geometry strands of Numeracy and the Vocabulary and Speaking strands of Literacy. All parents were provided with Continuum information in Measurement and Geometry, Vocabulary and Speaking.	
All teaching staff follow and use the School's Scope and Sequence in Literacy and Numeracy and are confident in assessing students using the Literacy and Numeracy Continuums.	Scope and Sequence charts in Measurement and Geometry, Vocabulary and Speaking were created and are being used by staff to plan and assess student's work.	

Next Steps

In 2017, progress will be made towards developing excellence and understanding in:

- Statistics and Probability (Numeracy) and
- Reading and Comprehension (Literacy),

while at the same time maintaining high levels of achievement in the 2015 priorities of Writing (Literacy) and Number and Algebra (Numeracy) and the 2016 priorities of Vocabulary and Speaking (Literacy) and Geometry and Measurement (Numeracy).

Strategic Direction 2

21st Century Learning

Purpose

For all students and staff to be responsible and highly accomplished users of technology to support and enhance their learning and lifestyle needs in the 21st century.

Overall summary of progress

During 2016 a number of Milestones were set in 21st Century Learning, which were reviewed twice a term.

Students were introduced to or expanded their knowledge in Microsoft Word and Power Point Programs, while staff received instruction in using Microsoft Publisher. Students were also introduced to animation and video programs. A working relationship was established with Narooma High School to introduce Robotics into the senior students' learning.

Staff began to assess students using PLAN Data.

All students at Central Tilba Public School regularly use technology to enhance their learning. All staff are using technology to improve their teaching and assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By the end of 2017, all students will have demonstrated increased proficiency in keyboarding skills based on regular assessments.	All students were given extensive opportunities to maintain and improve upon typing accuracy benchmarks established in 2015.	
By the end of 2017, all students will be competent and innovative in using Microsoft programs based on K–6 Scope and sequence competencies and internal assessment.	All students were competent in using Microsoft Word and Power Point. Students were also introduced to Microsoft Publisher as well as animation and movie making programs.	
By the end of 2017, all teaching staff will be using technology on a daily basis to enhance and engage students in their learning. Staff will be confident users of technology to plan, implement and assess student progress.	Teaching staff received training in the use of PLAN software for assessment. All students were placed on this program and monitored each term. Staff also received training in Microsoft Publisher to implement with students in the classroom.	

Next Steps

In 2017, progress will be made towards developing:

- effectively using the Microsoft Publisher software;
- regularly assessing Literacy and Numeracy using PLAN data;
- improved keyboarding and movie making skills for students.

Strategic Direction 3

Wellbeing and Community Connections

Purpose

To provide an environment and develop whole school practices which enable all students to be empowered, committed learners who develop confidence, creativity and leadership skills for life as well as a sense of self-worth, self awareness, empathy and respect for themselves, others and the environment.

Overall summary of progress

During 2016 a number of Milestones were set, which were reviewed twice a term at staff meetings to ensure ongoing progress.

In Kids Matter, staff were trained and information disseminated to parents/carers on 'Positive School Communities'. A school video was made to promote the positive aspects of our school.

Staff were trained in the Positive Behaviour For Learning Program. The staff and students chose three focus words – Respect, Caring and Safe – as our school expectations, and a set of Positive Rules was devised which will be implemented in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student attendance will increase from 93% (2014) to an average of 95% over the 2015–2017 period.	A student attendance rate of 94.1% was achieved in 2016.	
All staff implement the Positive Behaviour For Learning Program and Kids Matter strategies.	All teaching staff were trained in the principles of the Positive Behaviour For Learning program. During 2016 children adopted the concepts of 'Respect, Safety and Care' as values they would strive for. A set of Positive School Rules and Well Being Policy was trialled for full implementation in 2017. In Kids Matter, staff underwent professional learning around the first module 'Positive School Communities', which was implemented during Terms Two and Three.	\$1 662 (PBL) \$950 (Kids Matter)
Between 2015 and 2017, maintain or lower the number of school suspensions for the 2012–2014 period (4).	In 2016 there were no suspensions.	

Next Steps

In 2017, progress will be made towards:

- implementing the second module of Kids Matter – 'Social and Emotional Learning for Students';
- implementing the Well Being Policy created through Positive Behaviour For Learning.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Not applicable	\$0
Low level adjustment for disability	Teaching support for Years 3–6 class – Terms 2–4. Improved literacy and numeracy skills in the Years 3–6 class based on the employment of an additional teacher two mornings per week to work intensively with smaller learning groups.	\$7 549
Quality Teaching, Successful Students (QTSS)	Insufficient funds in 2016 to generate outcomes.	\$0
Socio–economic background	Replacing outdated computers. All students were provided with computers with many being replaced, leading to equitable access to resources and improved learning outcomes.	\$11 250
Support for beginning teachers	Not applicable	\$0
Targeted student support for refugees and new arrivals	Not applicable	\$0

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	25	21	26	26
Girls	14	12	13	11

At the end of 2016 Central Tilba Public School had an enrolment of 37 students. Three Year students will leave for high school and an anticipated enrolment of four students in Kindergarten will slightly increase student numbers in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.9	98.2	95.2	91.4
1	93.3	92.7	97.4	92.7
2	94.6	95.5	90.8	94.6
3	95.1	99.1	93.2	96.8
4	93.3	98.3	97.6	93.6
5	89.6	100	94.1	98.4
6	93.6	90.6	93.4	89.1
All Years	92.6	95.9	94.8	94.3
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

Central Tilba Public School in 2016 had an average attendance above state level. Students are encouraged to attend at all possible opportunities. Students who have 100% attendance during a particular term receive a certificate of achievement at a school assembly, while students who achieve an attendance profile of 95% or above over the four terms receive a certificate at the end of year Presentation evening.

Class sizes

Class	Total
K/1/2	15
3-4-5-6	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.92
Other Positions	0.01

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce.

During 2016, no Aboriginal people were employed at Central Tilba Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

During 2016 Professional Learning took place in:

- Leadership;
- Cardiopulmonary resuscitation;
- Anaphylaxis training;
- administering prescribed medications and emergency care;

- Child Protection;
- Positive Behaviour For Learning;
- Kids Matter;
- 2017 Geography syllabus.

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	\$
Balance brought forward	62 994.55
Global funds	57 081.50
Tied funds	28 851.41
School & community sources	21 419.99
Interest	1 369.57
Trust receipts	2 119.90
Canteen	0.00
Total income	173 836.92
Expenditure	
Teaching & learning	
Key learning areas	15 978.59
Excursions	1 846.38
Extracurricular dissections	5 502.10
Library	1 833.41
Training & development	755.00
Tied funds	38 812.07
Short term relief	10 519.51
Administration & office	25 914.23
School-operated canteen	0.00
Utilities	7 452.58
Maintenance	4 547.81
Trust accounts	1 858.00
Capital programs	0.00
Total expenditure	115 019.68
Balance carried forward	58 817.24

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.

At Central Tilba Public School in 2016, seven children in Year 3 and four children in Year 5 completed the NAPLAN assessments.

As the number of students in each cohort is less than ten, their results cannot be directly reported upon.

It should be noted however, that all students completing NAPLAN assessments in 2016 were above minimum standards.

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, a survey was conducted to determine what was perceived that the school did well, and areas for improvement.

In response to the question, 'What do you think we do well at Central Tilba PS?', the following responses were noted:

- Public Speaking, Art, Music and Science initiatives;
- a safe and inclusive environment;
- options for individual learning and extending children;
- good opportunities for parent involvement, leadership, and stimulating activities;
- great interschool and community relationships.

In response to the question, 'What can we improve in 2017?', the following responses were noted:

- use the outdoor learning area more and incorporate the veggie garden into student learning;
- broaden the sports program and introduce Robotics and the local Dhurga language;
- more academic challenges and better management of students who display academic talents;
- decrease screen time in classrooms.

Policy requirements

Aboriginal education

During 2016 there was one student who identified as Aboriginal. The significance of our Aboriginal heritage was demonstrated through:

- the flying of the Australian and Aboriginal flags on the school's flagpoles;
- the singing of the National Anthem at assemblies using an Aboriginal-based backing soundtrack;
- the Acknowledgement of Country at the beginning of all major school events, assemblies and presentations;
- ensuring that an Aboriginal perspective is included in Key Learning Areas;
- excursions to Gulaga (Mount Dromedary), Montague Island and Old Mogo Town, all of which had a significant Aboriginal perspective.

Multicultural and anti-racism education

All children in the primary class participated in the statewide Multicultural Perspectives Public Speaking Competition where they studied, wrote and delivered speeches relating to issues in Multicultural Australia. From this, children were then chosen to represent their school at the District level.

In 2016, Years 3 and 4 focused on 'The Olympics' and Years 5 and 6 explored the topic 'Boo to Racism in Sport'.

It should be noted that in both sections, students from Central Tilba were successful at District level and went on to represent at Regional level.