

Tirranna Public School

Annual Report



2016



3222

Introduction

The Annual Report for **2016** is provided to the community of **Tirranna 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.

Ross Copland

Principal

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Message from the Principal

2016 was a dynamic and busy year at Tirranna Public School.

The continuation of the MultiLit program saw new students added and other students successfully transition from the program. New staff and community members were also trained and involved in the coordinated delivery of the program.

The Positive Behaviour for Learning committee continued to meet regularly. They worked tirelessly on the development of the systems and acknowledgement structures, with the school and wider community, for the smooth introduction of the program at the beginning of the 2017 year and the official launch later in the year.

The Tirranna school community were frequently involved with other learning networks throughout the year. The Tablelands Rural Educational Community (TREC) collaborated on numerous occasions for educational, sporting, cultural and professional learning experiences. As well the students and staff joined the Goulburn Community of Public schools network for educational, music, sporting, cultural and collegial events.

2016 saw the school invest in the purchase of robotics hardware and software. This investment gave all of the children an opportunity to develop their skills within the STEM subjects with some children attending robotics workshops and competition days with primary children from around the region and bringing this knowledge back to their peers.

Message from the school community

Tirranna P&C continues to work towards fostering a cooperative school community focused on supporting Tirranna Public School in its goals for our children's education and well-being. The P&C's stated objectives are:

- Promoting the interests of the school by bringing parents and carers, friends and associates of the school, students and school staff into close cooperation;
- Assisting with the purchase and provision of equipment and other resources needed by the school; and
- Assisting with the development of school policy.

The P&C continues to organise fundraisers and other events that will bring the school community together towards our common objectives.

A significant challenge for Tirranna P&C is in getting adequate people resources to volunteer for these events. One strategy this year was to target our fundraising efforts to a few main activities, and to plan in advance which P&C member will coordinate each event. Our fundraising schedule for 2016 included:

- Gate duty at the annual Goulburn Rodeo in February, raising \$1,000.

- Bunnings BBQ in October, raising \$650.
- A chocolate drive run over several months, raising \$480.
- Sale of firewood donated by the Mills family, raising \$400.
- School canteen, raising \$230.

We intend to continue this strategy next year, allowing us to focus our discussions and efforts on activities that bring the best return for effort.

We were pleased to contribute funds towards a number of important expenses that benefit the students, such as:

- Ongoing music tuition,
- Annual Learn to Swim program,
- Book prizes / awards to each student at end of year, and
- Contributions towards bus costs for excursions.

In addition the P&C again supported Tirranna School team members in the Cancer Council Relay for Life fundraiser with a donation, as well as contributing towards gifts acknowledging special occasions.

All of this was done through the efforts of a small, dedicated committee, and with the help of the very supportive staff at Tirranna Public School. The struggle to get more parents to join meetings and to volunteer at fundraising activities is a real concern and we hope that we will see more involvement in 2017.

School background

School vision statement

Tirranna Public School aims to provide our students with an environment that is safe and caring and that implements a broad range of opportunities for relevant student engagement and maximised student outcomes. This will enable them to become lifelong learners who are responsible, respectful and successful citizens.

School context

Tirranna Public School is a small school that is located near Goulburn and is strongly supported by the local community with a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS) as well as working closely with the other small schools in the Tablelands Rural Education Community (TREC).

It is a school that is an important part of the local community because of its long history and educational context. There are 14 K–6 children from 11 families. The school has a Family Occupation and Educational Index of 101 which indicates medium levels of socio-economic disadvantage.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all the students.

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 that the school would look to build capacity of the students to set their own goals in Literacy and Numeracy, through discussions with students, parents and staff. The school would also further formalise assessment and reporting programs to accurately track student achievement and progress and inform teaching and learning programs. The school will look to utilise the TREC network to develop expertise in consistent teacher judgement and shared expectations in student growth and performance measures.

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

Develop consistent, high quality educational practices and student achievement in Literacy and Numeracy

Purpose

To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching process in the areas of reading, writing, talking and listening and in all areas of mathematics.

Increase the percentage of students in the top two NAPLAN bands by 8% by 2019.

So that students are successful and engaged citizens who can understand their world.

Overall summary of progress

Our school wide focus of affective tracking of the children's progress against the Literacy and Numeracy continuums has continued in 2016. This involved the development of a Data Wall in the Learning and Support room that displayed the progress of all the children in the school. The MultiLit program continued with new children becoming involved and others achieving results enabling them to exit the program. Individual learning programs have also been introduced for children in the K-2 Stages of the school requiring assistance with Literacy and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through analysis of student outcomes data, it is apparent that the school has affective development and understanding of the Literacy and Numeracy continuums.	Development of a whole school Data Wall for both Literacy and Numeracy continuums. Continuing of the MultiLit program. Extension of LAST allocation.	\$1888
Staff have a greater understanding of their students and subject matter as measured against the Australian Institute for Teaching and School Leadership standards	Students assessed and tracked using the PLAN data K- 6. Extension of LAST allocation.	\$1652
All students Years Three to Five and Years Five to Seven achieve equal to or greater than the state average growth in NAPLAN testing.	Children benchmarked and assessed in Literacy and Numeracy. The introduction of processes for Consistent Teacher Judgement across the learning Network through combined staff professional learning. Combined network student learning days. Extension of LAST allocation.	\$710 \$472

Next Steps

The school is developing Personal Learning Journals for the children in Years Three to Six. The children, through Growth Mindset practices, will gain an understanding of the Literacy and Numeracy continuums and be able to track their own development and set individual learning goals..

The MultiLit program will continue to run in the school with the allocation of necessary funding to enable this.

The school will purchase a new benchmarking kit for use by the Learning and Support teacher that contains more current texts and measures inferential meaning more accurately.

These measures are put in place with the school achieving the Premier's target of at least 8% growth for all students.

Strategic Direction 2

Ensure Wellbeing for all students and staff in the school

Purpose

Ensure quality welfare practices are evident so that all members of our learning community feel safe, acknowledged and rewarded through a common understanding.

To continue to develop and improve culture of the school and create a positive learning environment.

Overall summary of progress

The Positive Behaviour for Learning committee comprising of a teacher, school administration officer, teaching Principal and parent continued to meet twice a term and completed the last stage of the universal training.. A partnership was developed with Wakefield Park raceway and the program was designed around this partnership. The committee designed and named the fast and frequent and long and strong acknowledgements and also ordered, produced and purchased them. The tracking display was also designed and produced by a local sign writing company.

The committee also developed a list of 'fortnightly focuses' for the first semester of 2107. These focuses will be highlighted in the school's newsletters and in the administration buildings. The children will be informed of the focuses through assemblies.

The school to home behaviour communication documents were also aligned with the school's behavioural expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community understands, acknowledges and is engaged with the expectations of the Positive Behaviour for Learning program.	The PBL committee completed the last universal training day. Establishment of a partnership with Wakefield Park raceway. Parent survey conducted at the end of 2016 on the implementation of the program for 2017.	\$650
All student behaviours reflect the Positive Behaviour for Learning program expectations of Respect, Responsibility and Pride.	The school community gaining a clear understanding of the school's expectations through meetings, assemblies and school correspondence.	

Next Steps

The PBL committee decided to start the program at the beginning of 2017. The community was given an overview of the program at the end of year presentation evening. The acknowledgement tracking display is to be mounted on the wall in the sheltered area during the holidays so as the program can start first week back.

New signage is to be purchased by the school that will be displayed at the school's entry. This signage will contain the school's expectations, emblem and a welcome.

Lessons will be taught around each focus area so the children are aware of the expectation and relevance of each focus.

An official launch is planned during term two. The school community, Executive from Wakefield Park Raceway and special guests will be invited to attend. The children also will perform a special PBL item and explain the program.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>The continuation of the MultiLit program required extra allocation of Learning and Support time for assessment and overseeing.</p> <p>The Learning and Support Teacher was also responsible for the development of programs to assist children's needs in K–2.</p> <p>One student was granted an integration funding allocation. This funding was utilised to employ a Student Learning Support Officer for an extra day a week for the year to support the individual's specific needs.</p>	<p>\$2975</p> <p>\$8860</p>
Quality Teaching, Successful Students (QTSS)	<p>Through the allocation of 0.01 QTSS the school increased the classroom teacher FTE to support the school focus area of Literacy.</p> <p>This amounted to 1 day per semester.</p>	<p>\$900</p>
Socio–economic background	<p>This funding has been used to subsidise student involvement in sporting, music and cultural events.</p> <p>Our children have combined with children from both the TREC network and the other Goulburn schools for many learning activities.</p> <p>As part of the school's involvement in the Premier's Sporting Challenge and ongoing fitness programs, funding was used to subsidise a portion of hiring a specialist fitness trainer who attended the school on a weekly basis.</p>	<p>\$974.54</p> <p>\$800</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	12	11	10
Girls	4	9	7	6

Our enrolment at the commencement of the 2015 school year was 14 students. By the end of the Year it had increased to 19 students..

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.2	98.9	87.9	94.3
1	93.8	83.4	97.8	100
2	94.4	94.8	83.5	100
3	89.3	89.1	93.6	90.8
4	98.9	95.3	90.7	93.3
5	90	94.6	96.2	87.1
6	94.3	96.9	93.4	93.9
All Years	93.3	93	91.9	93.7
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

Through our school's newsletters, assemblies and at Parent/Teacher meetings, we ensure that parents view regular attendance at school as essential, if their child is to maximise his or her potential. Parents and students are regularly informed of attendance requirements. In supporting the regular attendance of students, our school provides a caring teaching and learning environment which fosters each student's sense of wellbeing and belonging to the school community. Students who meet the State expectation

of 97% attendance are acknowledged publicly. The school maintains its attendance register (roll) reflecting the highest professional standards. The school is proactive in communicating to parents the need to explain the absences of their children from school promptly and within seven days to the school. Plans are developed to address the needs of students whose attendance is identified as being of concern, prior to referral to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.18
Other Positions	0

*Full Time Equivalent

There are no Aboriginal staff compositions in Tirranna's workforce.

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	0

Professional learning and teacher accreditation

All teaching staff at Tirranna Public School developed Personal Development Plans. These plans were reviewed throughout the year.

The training of staff members in Positive Behaviour for Learning continued, with the last session occurring in term one.

One staff member trained as a facilitator in the Writing in the Middle Years program. This staff member will be providing professional development of other teachers within the network in 2017.

The Teaching Principal trained as a tutor in Focus on Reading. The Tablelands Rural Education Community will also be trained in this pedagogy during the second semester of 2017.

All school staff completed the senior first aid assessment at the end of 2016 and will complete the Code of Conduct and Child Protection in early 2017.

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

Financial information

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

Income	\$
Balance brought forward	35 314.57
Global funds	44 670.31
Tied funds	27 141.89
School & community sources	24 529.64
Interest	805.41
Trust receipts	626.32
Canteen	0.00
Total income	133 088.14
Expenditure	
Teaching & learning	
Key learning areas	4 799.80
Excursions	1 404.94
Extracurricular dissections	19 889.10
Library	531.57
Training & development	5 345.97
Tied funds	26 637.17
Short term relief	3 358.25
Administration & office	24 002.48
School-operated canteen	0.00
Utilities	4 294.33
Maintenance	7 503.48
Trust accounts	654.53
Capital programs	0.00
Total expenditure	98 421.62
Balance carried forward	34 666.52

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.



Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

This year the school sought the community's opinions regarding the Positive Behavior for Learning program (PBL) and the Tablelands Rural Education Community (TREC).

The parents indicated that on the whole they were not aware of the previous acknowledge system that was in place. In regard to the PBL systems that are due to be initiated in 2017, the parents were aware of the school's newly developed expectations of Respect, Responsibility and Pride. The community agreed that the program will be advantageous to the school and that they are looking forward to its full introduction.

The parents are aware that the school is a member of the Tablelands Rural Education Community. The respondents to a survey regarding the impact of the network on the school, all agreed that the network is a valuable resource to their child's education and that they would like to see the outcomes provided through this association strengthened in the future. The students enjoy meeting and making new friends and visiting the other schools on occasion. They also understand and have an appreciation of the added opportunities received by combining with the children from the other schools to be able to be involved in extra learning, sporting and cultural programs.



Policy requirements

Aboriginal education

It was ensured that Aboriginal perspectives were included in all our class programs at Tirranna Public School.

As part of Units on Australia as a Nation and People and Places, the children gained an understanding and perspective of the effects of a changing Australian society on Aboriginal people and investigated the importance of the local region to many Aboriginal nations.



Multicultural and anti-racism education

There is a broad range of cultural diversity within the school community at Tirranna Public School. As well as acknowledging this diversity, the school has embedded Multicultural and Anti-racism programs in the student learning outcomes. The school celebrated Harmony Day by combining with the other schools in the TREC

network for combined presentations on and food tasting from South East Asian countries. The food samples were made prior to the day by the students at the individual schools.

The school was also part of the Goulburn Community of Public Schools' Combined Choir that performed a diverse range of Multicultural songs.

Any minimal issues of racism were addressed by the school Principal, who is also the Anti-Racism Contact Officer (ARCO).

Other school programs

Sport:

The school successfully combined with the Tablelands Rural Educational Community (TREC) consisting of Tarago, Windellama, Breadalbane and Collector Public Schools to run and participate in Swimming, Athletics and Cross Country Carnivals. From these carnivals some individuals went on to represent the Small Schools at the Goulburn District Carnivals.

Tirranna Public School participated in Gala Days for Cricket and Rugby Viva 7's. The children combine with other children from the TREC Network to enter teams. This allows for the development of relationships between the children from the other schools.

The school was visited by specialist coaches for both Tennis and Cricket. These sessions proved to be very successful and valuable for the students.

Creative Arts:

The Music program involving the association with the Goulburn Conservatorium of Music continued in 2016. The children continued learning the Ukulele as well as investigating percussion instruments. The school purchased another 4 Ukuleles and each week the children were tutored by Miss Keva Abotomey.

Children from Tirranna participated in the Goulburn Community of Public Schools' concerts by being part of the combined choir and playing ukuleles in a combined recorder and ukulele item with Windellama and Breadalbane Public Schools.

Some children also take the opportunity to learn other instruments through tuition from the Conservatorium of Music. In 2016 children were learning to play bass and acoustic guitars as part of these private lessons scheduled during school hours.

Science:

The school continued its journey in the STEM (Science Technology Engineering and Mathematics) program by visits to and from Breadalbane Public School for shared learning days with the EV3 and Bee Bot robots. The school included children in education workshops and Robocup days that involved children from around the local region.