

Tumbarumba Public School

Annual Report



2016



3275

Introduction

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

School contact details

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Message from the Principal

It has been a pleasure to begin 2016 as Relieving Principal of Tumbarumba Public School and then to be appointed permanently to the position. This year, we have continued to focus on improving outcomes for students by developing the capacity of the teachers through professional development and deepening engagement of our school community in supporting our students to achieve their potential. We have also offered a range of extra-curricular opportunities to prepare our students in readiness to take their place in our world. I would like to thank our staff and school community for their support and involvement in making Tumbarumba Public School a caring learning environment where every child is given the opportunity to develop their individual potential.

Jennifer Lumsden

Principal

School background

School vision statement

At Tumbarumba Public School we aim to provide educational experiences and opportunities that are innovative, practical and flexible that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future. We believe in inclusive education for all students to ensure they reach their full potential and become confident, creative individuals who are prepared to embrace 21st Century strategies to build our community for today and tomorrow.

School context

Tumbarumba Public School is located on the western side of the Snowy Mountains. The school provides education for students from semi-rural and rural areas. Our school has enrolments of around 160 students. Tumbarumba Primary School focuses on providing opportunities for all children to experience success. Our school has high expectations and implements quality whole school programs. We pride ourselves on our whole school approach to quality educational programs and experiences and our partnerships with local Community of Schools. Students are also provided with opportunities to enhance learning experiences through dance, music and sporting programs, curriculum based excursions, student welfare initiatives and Positive Behaviour Learning. This allows strong community involvement and a sense of belonging.

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. 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.

Teachers at Tumbarumba Public school are committed to achieving a quality education for our students. To achieve this, teaching staff are working towards a process of continual improvement through working collaboratively to implement evidence-based teaching and learning strategies, which reflects a knowledge of their students and the content. There is a focus on developing skills in using data to monitor student progress and then use this information to plan next steps in learning. Quality practices are supported through a structured professional development program targeting areas of improved practice identified by analysis of student engagement, academic growth and student wellbeing. Programs to support these areas have included Focus on Reading, L3, How 2 Learn, Contemporary Learning in the 21st Century and Positive Behaviour Learning.

Areas of excelling included teachers commitment of implementation of explicit systems for collaboration and feedback and evidence-based teaching strategies.

In all other areas the assessment process designated the school as Delivering and/or Sustaining and Growing.

Student performance on external and internal school performance measures and implementing formal mentoring process were rated as Working towards Delivering.

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 a quality 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

Student Learning to provide curriculum that is flexible to meet the needs of our students.

Purpose

To develop students to be literate and numerate learners who are creative and can think deeply and logically, striving for excellence. To develop students who can apply skills of inquiry and communication. Who can be innovative and resourceful, collaborative and communicate ideas to make sense of the world and its future.

Overall summary of progress

The 2016 Kindergarten teacher has participated in Language Learning and Literacy (L3) training. As a result, assessment of 2016 data compared to 2015, has shown an increase in the number of students performing at above 'end of kindergarten' expectations for reading, comprehension and writing on the Literacy Continuum and against the English Syllabus.

All staff implemented Focus on Reading Strategies Phase 1 which developed skills in teaching comprehension and are training in Phase 2, led by the School Based Trainer. Two teachers have been trained in delivering the Writing in the Middle Years pedagogy to increase teacher knowledge and confidence in teaching writing skills. Staff began implementing strategies in classroom programs in Terms 3 and 4.

Four teachers trained in Targeting Early Numeracy which up skilled teachers in understanding how to assess students mathematical development and plan appropriate lessons to improve their number and problem solving skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of all staff demonstrating implementation of new pedagogies into classroom practise.	• Supervision of teacher programs and collaborative classroom practise supporting implementation of new pedagogies.	Relief for teacher assessment and teacher observations/supervision. QTSS \$11173
Evidence of students demonstrating growth in Reading, Comprehension using the Literacy continuum with a minimum of at least one cluster growth and also using external and internal assessment measures	All students are progressing in Reading, Comprehension and Writing. Progress is assessed and entered into PLAN every 5 weeks with results are analysed and used to determine future teacher programs. Individual Education Plans then focus on individual needs with identified students receiving tuition in MultiLit or accessing support from Centre from Effective Reading. School Learning Support Officers daily in every classroom implementing targeted support.	Base School Allocation Professional Development (\$4767.00) Socio-economic background (\$1964.95) •
Teachers indicate increased confidence in teaching writing.	Teachers participating in professional development in writing. Increased numbers of students achieving minimum proficiency in writing cluster and markers and reported on PLAN data.	2 school based trainers delivering professional development in weekly staff meetings. Course costs \$240. Socio-economic background.

Next Steps

- Continuation of training and implementation of Focus on Reading and Writing in the Middle Years by School Based Trainers.
- All Early Stage 1 and Stage 1 teachers to train in Language, Literacy and Learning (L3) pedagogies.
- Reading Recovery will continue to support targeted Year 1 students requiring individual support to achieve Stage expectations in reading.
- All staff to use the Literacy Continuum to implement evidence based individualised teaching and learning programs in English which are reviewed on a two weekly basis. Clearly defined learning intentions and success criteria will

be embedded into teacher programs and class lessons.

- Data of student progress recorded on PLAN and growth evaluated every 5 weeks.
- Restructure classrooms to enable collaborative teaching in all stages with access to improved technology.

Strategic Direction 2

School community and culture to develop a school community with enhanced engagement and participation which work together embedding a system of values and a culture of success.

Purpose

To build stronger positive relationships as an educational community inspiring a culture of collaboration, engaged communication empowering leadership for all and organisational practices, ensuring improvement in student learning outcomes.

Overall summary of progress

2016 showed an increased attendance at P&C meetings and at Parent, Student, Teacher interviews. The beginning school year BBQ to welcome families was well attended, supporting new families to engage in the TPS school community.. School Leaders attended a leadership conference and participated in the Tumbarumba Shire Youth Council. Year 5 participated in a 'Future Leaders' program in Term 4. The transition to school for Kindergarten and Years 6–7 programs were developed and implemented with close collaboration between fellow stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased numbers of school community participating in school events.	Parent involvement in varying aspects of school life including a strong response to attendance at teacher/student parent interviews with 100% positive remarks in surveys. Increased attendance at Parents and Citizens (P&C) meetings and at school events.	0.00
Increased opportunities and participation in developing leadership skills.	School student leaders attended GRIP Leadership conference with positive feedback. School leadership groups for year 5 in Term 4.	Grip Leadership Conference fees \$300 for school leaders to attend. Socio-economic background.
Strengthening of school community culture through opportunities to develop relationships.	School Family BBQ to welcome families hosted by school staff at the beginning of the year was very well attended and received. Anecdotal feedback showed a positive response. P&C supporting school activities through catering and helping at school events.	Community consultation grant \$250

Next Steps

- Continue to provide opportunities to increase parent understanding and involvement in teaching and learning programs through information sessions and welcoming community members to support students in classrooms.
- Increase opportunities for community involvement in school planning evaluation and goal setting. Increase participation in the Tell Them From Me Survey for the community to evaluate and analyse community response to school effectiveness in engagement.
- Seek parent and community input in measurable formats to reflect parent opinions and goals.
- Initiate a Leadership Camp for Stage 3 students.
- Increase the profile of the Student Representative Council as a significant body in school leadership and create opportunities for leaders to develop skills.

Strategic Direction 3

Positive behavior, student well-being and values To develop students who are independent, self-regulating, empathetic, responsible learners.

Purpose

Developing in students the skills needed for life in the 21st Century, including responsibility, resilience and respect. Enabling students to become critical thinkers and independent learners, showing reciprocity, reflectiveness and resourcefulness. Instilling a sense of consequences for actions both positive and negative and being able to manage failure and success.

Overall summary of progress

Positive Behaviour Learning continues to be a significant framework for developing a culture of responsibility, resilience and respect at Tumbarumba Public School with the school community supporting the consistent and positive guidelines it provides. The school has decreased the minor negative behaviours which enables students to become flexible learners in the 21st century. The implementation of How2Learn has embedded flexible learning skills which the students are using in engaging positively in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students from 86% to 90% who are recorded as positively following the School's PBL Pedagogy and this is displayed in the green band in the PBL Tier.	School is ready to progress to Tier 2 Level in Positive Behaviour Learning (PBL) due to decrease in minor negative behaviours. Staff indicating a high level of uptake of PBL strategies with teachers, parents and students able to clearly identify school values.	\$2843 Positive Behaviour Learning Reload and Coach training. Socio-economic background.
Staff implementing teaching and learning pedagogy to increase student engagement.	How2Learn pedagogy implemented with ongoing revision at staff meetings to reinforce of strategies are being used in all areas of school life. Staff are able to identify student usage of How2Learn strategies and language.	School-based trainer.

Next Steps

- Proceed in establishing TPS as a Tier 2 school in the Positive Behaviour Learning framework.
- Create a Sensory Room for supporting students with special needs to assist in regulating behaviour.
- All school staff complete training in managing students with a trauma background and behaviours.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students showed growth of one cluster in the year.	Centre for Effective Reading and MultLit • Aboriginal background loading (\$7 158.00)
English language proficiency	EALD student progress evaluated according to the EALD scales and update on ERN. Reporting to parents shows growth for the year.	Assessment tools: Literacy continuum, Johnson sight words, PM Benchmark, South Australian Spelling test. • Targeted student support for refugees and new arrivals (\$1 369.00)
Low level adjustment for disability	<p>The Learning and Support Team is composed of the three learning support teachers, the principal and all teachers and the school counsellor. The team meets every two weeks to discuss and plan for the learning and well-being of each student in the school.</p> <p>All students with special needs are provided with Individual Education Plans; and Risk Assessments and Behaviour Management Plans when required.</p> <p>Students with disabilities are assessed and support funding accessed when eligible to assist in their access to an equitable education including Student Learning Support Officers and resources.</p> <p>Planning was supported by the Assistant Principal Learning Support to access funding to develop a sensory processing room in 2017 to assist students in managing sensory disorders and trauma backgrounds.</p>	<p>Assessment resources; employ Learning Support Teacher.</p> <p>• Low level adjustment for disability (\$97 531.00)</p>
Quality Teaching, Successful Students (QTSS)	Ensured teachers were able to complete the observation requirements and receive/provide feedback.	<p>Employ a casual teacher to provide teachers release from class to complete observation requirements.</p> <p>• Quality Teaching, Successful Students (QTSS) (\$0.06)</p>
Socio-economic background	All identified students were supported with Individual Education Plans, Behaviour Management Plans, Risk Assessments. LST implemented assessment to monitor student progress.	<p>YARC; Assessment resources.</p> <p>• Socio-economic background (\$32 979.00)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	81	84	84	80
Girls	96	82	75	73

2016 has shown a steady decline in overall enrolments however there was an increase throughout the year to arrive at the final figure. Decline in enrolments at Tumbarumba Public School is in line with a general pattern in rural and remote areas of New south Wales.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	91.7	90.7	93.3
1	92.9	94.6	90.9	89.1
2	92.5	93.7	90.7	92.4
3	94.1	94	92.6	92.6
4	94.1	95.3	92.1	93.4
5	94.3	93.7	93.1	92
6	94.3	93.6	93	92.8
All Years	93.6	93.7	91.9	92.3
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

Attendance at Tumbarumba Public School has remained consistent throughout the period shown, however slightly below the state average. Students who show a pattern of low or non-attendance are contacted and supported in regularly attending school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.55
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration & Support Staff	1.74
Other Positions	0.06

*Full Time Equivalent

There are no employees claiming Indigenous background. In 2016 declining enrolment resulted in one less classroom teacher. There was also a reduction in School administration staff allocation.

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 staff undertook professional learning in accordance with their Performance and Development Plans which were also aligned with building the capacity of teachers to achieve the Strategic Directions of the School Plan.

This included all staff completing Phase 2 in Focus on Reading; the Kindergarten teacher training in Language, Learning and Literacy (L3); three teachers training in Targeting Early Numeracy (TEN).

To increase skills in improving student engagement in learning, all staff participated in ongoing How 2 Learn pedagogy. Two teachers trained in the delivery of 'Writing in the Middle Years' which was delivered to all staff with a focus on implementation in Stage 2 and 3. One teacher commenced training in Reading Recovery.

All Support Teacher Learning Officers attended training in understanding and managing students with Autism.

SASS staff underwent training in financial administration in preparation for rollout of LMBR in 2017.

One teacher attained Proficient status in the Teacher Accreditation process.

community groups. Further details concerning the statement can be obtained by contacting the school.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	182 167.74
Global funds	186 933.24
Tied funds	221 557.00
School & community sources	57 009.28
Interest	3 900.28
Trust receipts	10 795.90
Canteen	0.00
Total income	662 363.44
Expenditure	
Teaching & learning	
Key learning areas	85 593.71
Excursions	30 803.83
Extracurricular dissections	24 078.43
Library	2 586.17
Training & development	7 407.49
Tied funds	212 742.34
Short term relief	6 702.66
Administration & office	35 679.38
School-operated canteen	0.00
Utilities	24 798.30
Maintenance	24 223.32
Trust accounts	10 636.84
Capital programs	0.00
Total expenditure	465 252.47
Balance carried forward	197 110.97

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

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.

Reading Recovery During 2016, Reading Recovery continued to be implemented with four students as a time being provided with intensive daily reading support. A new Reading Recovery teacher was trained and attended regular professional development in providing skills to assist identified students. They were given the opportunity to develop a range of reading strategies to read and write with increasing fluency and comprehension. These student were then supported in the classroom on completion of the program to continue their development.

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. All students claiming Aboriginal and Torres Strait Islander background are supported with a Personal Learning Plan which has been developed in collaboration with the student and their Parents/Carer to identify their aspirations, learning goals and individual learning needs. Progress is closely monitored using the Literacy and Numeracy Learning Continuums with the goal of a minimum of one cluster growth for one year of learning.

Parent/caregiver, student, teacher satisfaction

Parents expressed a high level of satisfaction with school engagement and communication in survey responses. As only a small number of parents responded to the survey it cannot be representative of all members of the community.

Teachers have responded positively in opportunities to reflect on the School Plan progress and school initiatives with valuable input for future planning. Teachers collaborated to complete the School Excellence Framework evaluation which is based on evidence programs and initiatives implemented in 2016.

Policy requirements

Aboriginal education

Tumbarumba Public School recognises and respects the indigenous backgrounds of students and the indigenous culture of the community. Teachers reflect Aboriginal perspectives in all key Learning Areas. The Acknowledgement of Country is respectfully shared by the Aboriginal and non-Aboriginal members of the school community at school events.. Students successfully participated in the Aboriginal Debating competition in the district, developing public speaking skills and demonstrating cultural understanding and pride.

Multicultural and anti-racism education

Tumbarumba Public School acknowledges the multicultural nature of our community and ensures that all cultures are respectfully embraced. Multicultural perspectives are integrated into all Key Learning Areas providing opportunities for students and families to learn about and share their varied backgrounds. Harmony Day celebrates the variety of backgrounds which school community shares.