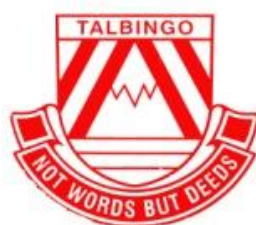


Talbingo Public School Annual Report



2016



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Introduction

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

Raylee Levey

Principal

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Message from the Principal

Talbingo Public School is a small, isolated school located in the Snowy Mountains area. The school was established in 1965 along with the village of Talbingo as part of the Snowy Mountains Hydro-electric Scheme.

The village is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park.

The school strives to ensure that all students regardless of ability have the opportunity to reach their personal best: provides dynamic learning programs that focus on the individual to maximize student outcomes, and provides relevant up-to-date courses with an emphasis on literacy, numeracy, technology and environmental education.

Two thousand and sixteen has been a very successful year for our small school. Talbingo students have again achieved good results in the academic area and on the sporting field.

Parents and Staff continue to work together, demonstrating commitment to improving the learning outcomes for all students, as well as ensuring our school grounds are maintained to the highest of standards.

School background

School vision statement

We believe that by working in partnership within and beyond the school in a strategic and purposeful way, we will inspire and develop confident, creative and innovative individuals, critical thinkers and problem solvers, and engaged learners, leaders and responsible and productive citizens. Our legacy will be building the capacity of our community for a better future.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are 6 families with a total of 9 students enrolled for 2016.

The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K–12. This is achieved through shared values and aligned K–12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

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.

Talbingo Public School has a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. There are well-developed and current policies, programs and processes to identify, address and monitor student learning needs. The staff have identified a need to understand and develop more explicit processes to collect, analyse and report internal and external student and school performance data.

Whilst the school leadership team regularly use data to inform key decisions and monitor student progress other staff recognise that this is an area they would like to have a greater responsibility for and have asked for training around analysing and programming using data. The classroom is well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

The school has developed relationships with external agencies such as universities, business, industry and community organisations to improve the educational opportunities of its students. Our school acknowledges and celebrates a wide diversity of student, staff and community achievements. The physical learning spaces are used flexibly, and technology is accessible to staff and students. Talbingo School staff are working to ensure that streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

To create 21st Century learners

Purpose

Development and implementation of quality curriculum personalised learning and innovative practices for 21C learners.

Overall summary of progress

In 2016 the ALPSS schools worked collaboratively to develop and implement a network Scope and Sequence for conceptual integrated units of work, incorporating the new NSW BOS syllabus (K–6). As a network we also worked to develop a high quality assessment, planning, programming and teaching model from K–6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines in both literacy and numeracy. YARK was introduced as a Literacy assessment tool across the schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Using high expectations, increase achievement by a minimum of two clusters on the Literacy and Numeracy continuums for all students. As per Premier's Priorities increase Naplan achievement so that 80% of students in years 3 and 5 achieve in the top two bands.	The Scope & Sequence successfully implemented throughout the ALPSS network developing integrated programs in the schools. 2017 Scope and Sequence developed and will be implemented. YARK not a successful assessment for the small schools. Not all schools had the time or opportunity to complete tasks. The ALPSS team will look at other assessment strategies in 2017.	<ul style="list-style-type: none">• Principal's Relief (\$500.00)• RAM Equity Location (\$1000.00) Ralph Pirozzo consultancy fees and book costs.

Next Steps

The ALPSS network of schools will continue to develop and implement Pirozzo units that support the ALPSS Scope and Sequence for conceptual integrated units of work. Whilst continuing to work towards developing an assessment program across schools that is based on good consistent teacher judgement. Talbingo Public School has been targeted as an Early Action for Success school in 2017 and we will be working with our Instructional Leader and network to implement L3 and successful use of PLAN data across our schools.

Strategic Direction 2

Developing staff innovation by connecting leaders and learners.

Purpose

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and to make strong connections within the ALPSS Network and beyond.

Overall summary of progress

Talbingo Public School staff have continued to build strong links with our local Alpine Learning Partnership Small Schools (ALPSS) network as well as successfully implementing a strong Albury based small schools network known as the Principals Who Teach (PWT). These networks have been instrumental in providing needs based training and support across our small schools. Principals are developing strong skills in the use of both Personal Development Plans and MyPL software for staff training and development. Focus on Reading Phase Two was successfully completed and is now being integrated into teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff develop professional learning goals linked to the National Standards, Performance and Development Framework	Staff development was successfully established within the ALPSS network in 2016. Future second teacher training days will be held, correlating with staff PDP's, school plans and the excellence framework. All teaching staff completed PDP's that matched both the school plan and the National Standards. FoR training is now complete and ready for full classroom implementation in 2017.	<ul style="list-style-type: none">• Global Professional Learning \$500.00• Staff meetings• TPL Career development funds \$1000
100% of staff satisfactory complete the National Standards, Performance and Development Framework process each year.	The department has policies and procedures to follow which we will continue to review and implement. Through our school plan and PDP's all teaching staff have become familiar with the National Standard, Performance and Development Framework process.	

Next Steps

The networks will continue into 2017 with this current model of learning. PDP's have been signed off and after discussions with our Director Brad Russell changes have been made in the development of next years' goals for all principals. Future second teacher training days will be held, correlating with staff PDP's, school plans and the excellence framework. The ALPSS network will also trial two training days for all SAS staff. Focus on Reading training is now complete and ready for full classroom implementation in 2017.

Strategic Direction 3

Creating a positive, sustainable and respectful community culture.

Purpose

To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.

Overall summary of progress

Talbingo Public School continued to build on its commitment for greater community involvement. 2016 introduced the Read to 3 program before school; this involved eight ladies from the community listening to our students read on a daily basis. These same ladies began to attend assemblies when held and also joined the fun on theme days like book week. Parents have also become more involved by working in the school garden and providing produce for the students cooking.

The Student welfare policy has now been adopted by all schools in the ALPSS network. It will lead to greater student voice, leadership and consultation. Bluearth Days, Skiing, an excursion to see Matilda in Melbourne and Talbingo continuity and Change camp were all organised and attended with enjoyment for all.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of parents will work collaboratively and participate in school family partnerships.	Talbingo staff and students continue to encourage parents to participate in the school planning and learning. It was felt that approaching individuals and utilising talents was a more effective approach with this parent cohort as they are reluctant to commit to the more formal P&C.	
After the development and implementation of the student welfare policy, student voice, leadership and consultation through student development and experiences will increase to 90%	The ALPSS network welfare policy has now been adopted as the Talbingo welfare policy. This should lead to growth in student voice, leadership and consultation into the future.	

Next Steps

All students and staff benefit from these organised excursions and camps; they provide social opportunities as well as learning. It was decided to continue the camp, skiing and senior excursion in 2017, as well as add a one day excursion for all students each term. Bluearth whilst being an excellent program, we decided that it should not be offered every year. A one day excursion scope and sequence will be devised to match with the conceptual integrated units scope and sequence to further enhance learning and increase outcomes.

Talbingo School will continue to look for innovative ways of involving our parents and elder members of our small community. Read to 3 will be held in terms one and four, the whole school body will attend and participate in the town's ANZAC ceremony, and we will look to hold more regular assemblies. All events will be advertised in the school newsletter, the town newsletter and on the local Tumut radio.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Funding was used to employ extra teaching staff allowing team teaching and targeted individual instruction. Talbingo Public School had the highest percentage locally of top performing students with 27% of students in the top quarter of Australians who sat for the Naplan test. All year 5 students showed over 100% growth in reading and comprehension whilst year 3 performed above band 6.	\$10967
Quality Teaching, Successful Students (QTSS)	No funding in 2016	
Socio-economic background	Once again funding was used to employ extra teaching staff allowing team teaching and targeted individual instruction. Talbingo Public School had the highest percentage locally of top performing students with 27% of students in the top quarter of Australians who sat for the Naplan test. All year 5 students showed over 100% growth in reading and comprehension whilst year 3 performed above band 6.	\$10202

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	5	5	4	4
Girls	8	9	4	5

Nine students are currently enrolled at the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	97.8	85.8	95.7
1	97.8	91.8		86.7
2	96.3	97.8	97.8	
3		97.6	89	90.3
4	92.1		90.7	98.9
5	92.1	98.4		94.6
6		98.9	87.9	
All Years	95.1	97.1	89.4	92.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	
3		95	94.1	94.2
4	94.7		94	93.9
5	94.5	94.8		93.9
6		94.2	93.5	
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K-5 ROLL CLASS	9

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	0.78
Other Positions	0.1

*Full Time Equivalent

There are no Indigenous employees on staff.

Teacher qualifications

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

Professional learning and teacher accreditation

The school received \$4400 for Training and Development in 2016. Staff participated in the following:

- Focus on Reading Phase 2
- ALPSS meeting and training days
- PWT meeting and training days
- Mandatory training for Principals
- PWT small schools conference
- Wagga Wagga Start UP and PPA conferences

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	49 486.60
Global funds	61 273.88
Tied funds	9 859.52
School & community sources	27 975.58
Interest	1 205.87
Trust receipts	1 275.00
Canteen	0.00
Total income	151 076.45
Expenditure	
Teaching & learning	
Key learning areas	10 069.03
Excursions	1 623.64
Extracurricular dissections	21 466.22
Library	105.00
Training & development	4 431.77
Tied funds	12 085.26
Short term relief	2 365.61
Administration & office	22 569.23
School-operated canteen	0.00
Utilities	10 934.00
Maintenance	2 475.08
Trust accounts	2 465.75
Capital programs	0.00
Total expenditure	90 590.59
Balance carried forward	60 485.86

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.

In 2016, three students sat the National Assessment Program tests. There fore it is inappropriate to comment in specific areas because of privacy and personal information policies. The individual results have been discussed with the students' parents.

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

In 2016, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents responded with very positive comments about Talbingo Public School. 100% of respondents confirmed that the school offered quality education and wonderful opportunities and experiences for their children.

Students responded with very positive comments and indicated that the school gave them the best opportunities to help them learn.

Teachers responded with very positive comments indication this is a positive, happy and collegial environment to work in and they feel valued as a team member.

Policy requirements

Aboriginal education

At present there are no Aboriginal students in the school. Despite this we organised and attended three cultural days throughout the year. An Aboriginal perspective has been programmed into all key learning areas as well.

Multicultural and anti-racism education

A Multicultural perspective and anti-racism lessons have been programmed into all key learning areas.