

Timbumburi Public School

Annual Report



2017



1016

Introduction

The Annual Report for 2017 is provided to the community of Timbumburi 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.

Jane Kibble

Principal

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School background

School vision statement

“Where everyone has a chance to shine”

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a stable enrolment pattern, with a 2017 student population of 141. This is an increase of 18% over the past 10 years. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by seven teachers including an assistant principal, and a principal. In addition there is a full time school administrative manager and a part time school administrative officer. Our general assistant is at school for a day and 3 hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities:

Sport

Environmental activities

Parent finance – book packs, resources, voluntary contributions

Student support

The school has a sizeable proportion of students with moderate to high support needs.

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.

In Learning, Timbumburi has demonstrated the level of Delivering. In 2017 the school focused on learning culture and wellbeing. Staff and students worked to develop a culture of high expectations, which are shared by the parent body. Our school has continued to promote a range of extra curricular activities both within and without the school. Primarily these have involved sport, music and creative arts. These have promoted wellbeing and promoted the work of the school and its students. Our students see themselves as connected and valued members of a wider community.

In Teaching we believe the school is delivering. Our staff have continued to display professionalism and commitment. They have engaged with analysis of teaching practice and used that to inform improvement. Teachers have taken the opportunity to observe each other's teaching and share their observations.

In Leadership, we believe the school is delivering. Parents and community members are seen as an integral part of the school and its work. The school is well-maintained and provides a safe learning environment. School staff willingly take on leadership roles within the wider Department of Education, with both teachers and SASS staff involved at an executive level in a number of departmental committees.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

An expert teaching team

Purpose

To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide quality learning for all students.

Overall summary of progress

The school used a standardised mathematics test to assess student growth in numeracy. All classes achieved growth at or above 0.7 over a nine month period with many students showing an effect size of over 1.0 which is significantly higher than the expected growth of 0.4 per year.

The results from a range of spelling assessments across all stages show students making steady progress across the board and most students achieving expected growth. However, as a school we are adopting a number of approaches to try to further improve over the next year including adopting a new whole school spelling approach and writing program.

NAPLAN results for Year 5 show our student growth from Year 3 to Year 5 is above the state average for all areas except grammar.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Standardised testing will show an average effect size in Mathematics of greater than 0.4 for all classes.	<ul style="list-style-type: none">• Support for beginning teachers (\$7000.00)• Socio-economic background (\$15000.00)• TPL (\$6000.00)• Locational (\$10000.00)• Quality Teaching, Successful Students (QTSS)	All classes reported an average effect size of 0.7 or greater, which is above the average effect size of 0.4.

Next Steps

- The school will continue to monitor progress made in mathematics during 2018. The deployment of PAT–Maths online assessment begins in 2018. Teachers will aim to improve in their mathematics teaching and we will implement a whole school approach to maths which will provide consistency across all grades. While we have achieved strong growth, we would like to see higher achievement in numeracy particularly with students in the top two NAPLAN bands. As a school we would also like to see improved results in number and patterns and algebra.
- Four staff members have achieved accreditation at proficient level and another teacher is investigating achieving highly accomplished level while studying a Masters of Education.
- In order to develop students writing skills we will be implementing the Seven Steps to Writing Success program with the aim of building better writers.

Strategic Direction 2

A quality learning environment

Purpose

To create high expectations and raise standards of achievement, reducing the gap between the highest and lowest achievers.

To provide support by ensuring resources meet the needs of our student population.

Overall summary of progress

A focus on providing additional learning support for students has meant the school has been able to cater more successfully for a wider range of students. We have focused on differentiated instruction through a range of means to cater to both high and low achieving students. This has been through the implementation of technology and learning support. Technology has allowed students to access differentiated technology programs to work on targeted areas of need.

Our school has improved processes around assessment and monitoring of data. Analysing effect sizes to identify the effectiveness of teaching methods has meant that we are more accountable and aware of student achievement and how we need to improve.

Our Learning Support team has worked hard to monitor student achievement to provide equitable support for those in need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
With the exception of students identified with learning disability and supported with specific Individual Learning Plans all students achieve at or above state average growth in NAPLAN. Year 3 2015 to Year 5 2017 and Year 5 2015 to Year 7 2017.	<ul style="list-style-type: none">• Aboriginal background loading (\$18200.00)• Low level adjustment for disability (\$30000.00)• TPL (\$7000.00)	Student growth from Year 3 to Year 5 was not as strong as hoped in NAPLAN, despite school assessment showing strong value-added growth in maths. Expected student growth from Year 5 to Year 7 was strong (71.4%) and student growth (55.4%) was just below the state average scaled score of 59%.

Next Steps

- Timbumburi will continue to provide a strong learning support program to students who require additional support. RAM funding will be used to provide support. We will be striving to get above expected growth from our students in NAPLAN testing as well as school wide assessments. The school will move to online testing to facilitate data collection in Mathematics.
- We will be focusing on providing high quality feedback to students to give them clearer direction on where they need to improve and how to get there. This will be a whole school focus moving forward.
- As a staff we will be focused on data collection and analysis to identify areas of student need.
- We will be aiming to increase levels of support across the school to continue to deliver one to one tuition to students most in need.
- A school wide mathematics scope and sequence will ensure consistency of learning across the school.

Strategic Direction 3

Community partnerships

Purpose

To build a school culture that is supportive, innovative and creative.

To promote achievement and foster well being in a range of areas including academic, sporting and creative pursuits.

To provide an environment that encourages meaningful partnerships in learning.

Overall summary of progress

We have continued to work hard to maintain and build on community partnerships. We have seen the introduction across our school of the SeeSaw application which allows parents and families to be more engaged in their students learning. We have continued to build communication across the school through Skoolbag, Instagram, Facebook and Twitter.

Our parents have been actively engaged in their children's learning. There are high levels of home reading, high expectations and engagement at P&C meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% reduction in student behaviour incidents. Student engagement is at the same level as the state average as shown in Tell Them From Me surveys.	\$2500 Commonwealth Government – Community Consultation	Behaviour incidents as registered in Sentral this year for 2017 show a 40% decrease. Student engagement measures as shown in Tell Them From Me are all at or above the state average.

Next Steps

- We will aim to utilise the support of our community to further build on student learning particularly with regard to reporting. As a school we will be discussing the format of the school report process to identify how it can be improved and how we can work together with parents to get the best possible results.
- We will continue to build on the momentum we have created with respect to parent engagement by developing new ways to give feedback to both students and their families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16,163 salaries	In 2017, Timbumburi's Aboriginal loading was used to employ a part time SLSO to support Aboriginal students in the classroom in the areas of literacy and numeracy.
Low level adjustment for disability	0.200 staffing \$10,026 salaries	Our 2017 disability funding was used to employ an SLSO who worked with a number of children, supporting them in their learning. Staff delivered a number of intervention strategies for targeted students including multi-lit, the Centre for Effective Reading programs, speech programs and gross motor programs. A teacher provided extra support for students identified through the learning support team as requiring additional learning support. Personalised learning plans were developed for these students and delivered by the teacher.
Quality Teaching, Successful Students (QTSS)	0.105 staffing	QTSS provided staff with the opportunity to develop teaching practices by working collaboratively with the support of an experienced mentor/executive member.
Socio-economic background	\$13789 support for students and salaries	Support was provided through Low SES funding to identified students which allowed them to take part in a wide range of learning and extra curricular activities. A casual teacher was employed to support students moving between transition points on their learning pathway.
Support for beginning teachers	\$7722	In 2017 our funding was used to support our beginning teacher in receiving professional development. They worked with a mentor teacher to develop a strong teaching program and spent time developing a shared approach to teaching, learning and assessment.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	77	71	79	77
Girls	64	60	65	69

The school's enrolment data shows periods of stability, with a small and gradual increase in student numbers. The gender balance shows slightly more males students than females. Numbers are generally evenly spread between infants and primary enrolments have been sustained in 2017 which should be reflected in the 2017 data.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	94.8	95	95.9
1	95.6	95.2	96.7	92.3
2	96.7	96.2	92.5	94.1
3	95.2	96.8	96.3	92.7
4	98.1	94.2	93.5	94.3
5	97.4	96.3	96.6	94.9
6	94.9	95.2	95.4	93.3
All Years	96.4	95.6	95.1	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Timbumburi Public School has high attendance rates which are generally above state average levels. The school and its community value school attendance and work together to achieve positive outcomes. The school works with the HSLO whenever necessary to support students in achieving high attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

The school staffing has remained stable. There are no staff members that identify as Aboriginal.

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

Timbumburi Public School believes that all staff should have the opportunity to participate in ongoing professional learning to improve teaching and learning practices. In 2017 professional development related directly to the school's strategic directions. All teaching staff developed a PDP with individualised professional learning, targeting goals with a focus on improving individual practice and student learning outcomes.

Some of the professional learning opportunities included:

- Collaboration with other schools at the Small Schools conference;
- Ongoing transition planning with Tamworth High

School;

- New NSW syllabus updates;
- Visible learning training; and
- the Learning Progressions trials.

One staff member was successful in completing their accreditation at Proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	104,521
Global funds	155,446
Tied funds	134,006
School & community sources	58,646
Interest	1,995
Trust receipts	6,132
Canteen	0
Total Receipts	356,225
Payments	
Teaching & learning	
Key Learning Areas	4,925
Excursions	8,252
Extracurricular dissections	28,635
Library	1,642
Training & Development	2,460
Tied Funds Payments	103,426
Short Term Relief	16,435
Administration & Office	28,072
Canteen Payments	0
Utilities	19,208
Maintenance	8,388
Trust Payments	6,469
Capital Programs	16,173
Total Payments	244,084
Balance carried forward	216,662

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	236,370
Appropriation	216,963
Sale of Goods and Services	253
Grants and Contributions	19,154
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-102,210
Recurrent Expenses	-102,210
Employee Related	-41,060
Operating Expenses	-61,151
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	134,160
Balance Carried Forward	134,160

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,161,508
Base Per Capita	22,007
Base Location	23,329
Other Base	1,116,172
Equity Total	70,217
Equity Aboriginal	18,245
Equity Socio economic	21,631
Equity Language	0
Equity Disability	30,340
Targeted Total	28,660
Other Total	10,678
Grand Total	1,271,063

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

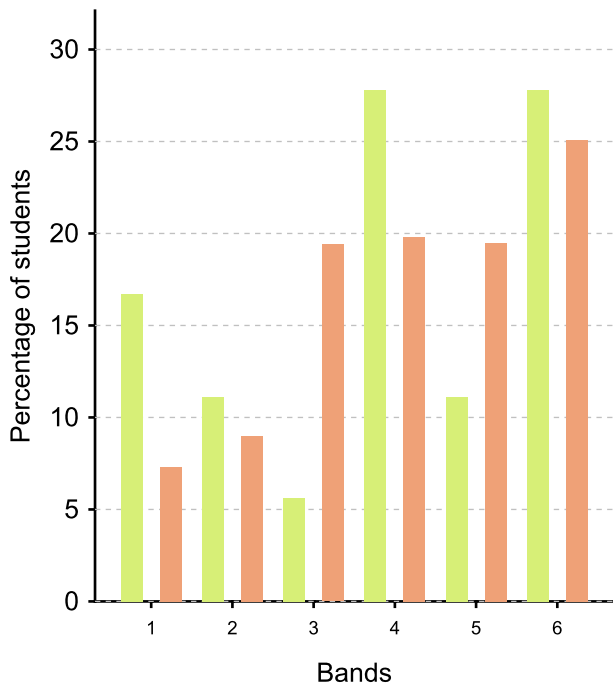
NAPLAN

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.

Literacy results show students in Year 3 sitting below the state average. Five students achieved Band 6 in Grammar and Punctuation and Spelling. There were no students in Bands 1 and 2 in Spelling.

Year 5 students results have them placed below the state average, but very close to the average for similar schools. Over half the students in Year 5 achieved above expected growth in Reading.

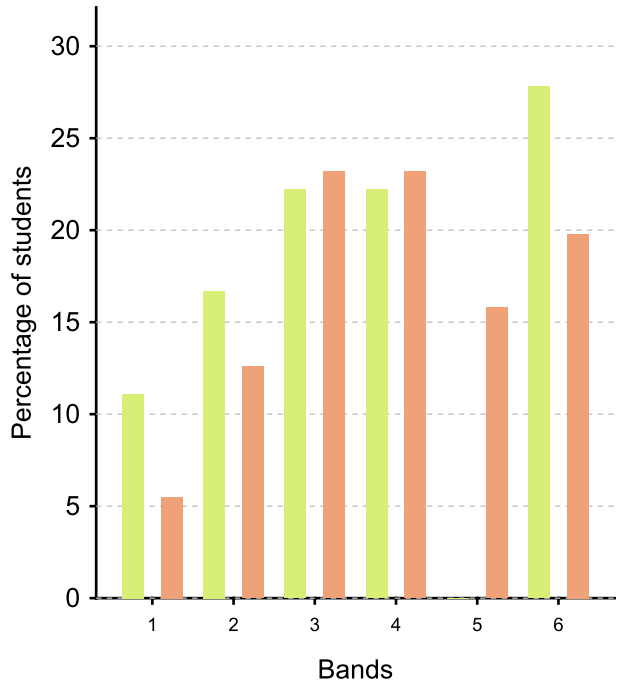
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	16.7	11.1	5.6	27.8	11.1	27.8
School avg 2015-2017	7.3	9.0	19.4	19.8	19.5	25.1

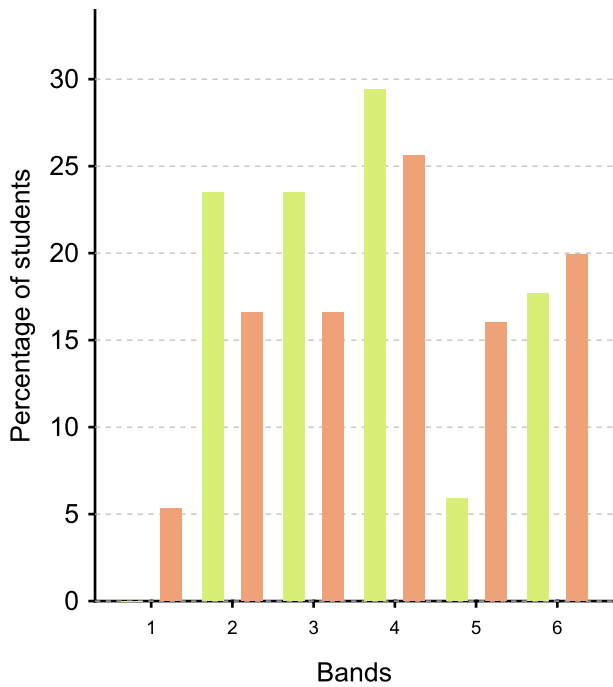
Band	1	2	3	4	5	6
Percentage of students	0.0	23.5	23.5	29.4	5.9	17.7
School avg 2015-2017	5.3	16.6	16.6	25.6	16.0	19.9

Percentage in bands:
Year 3 Spelling

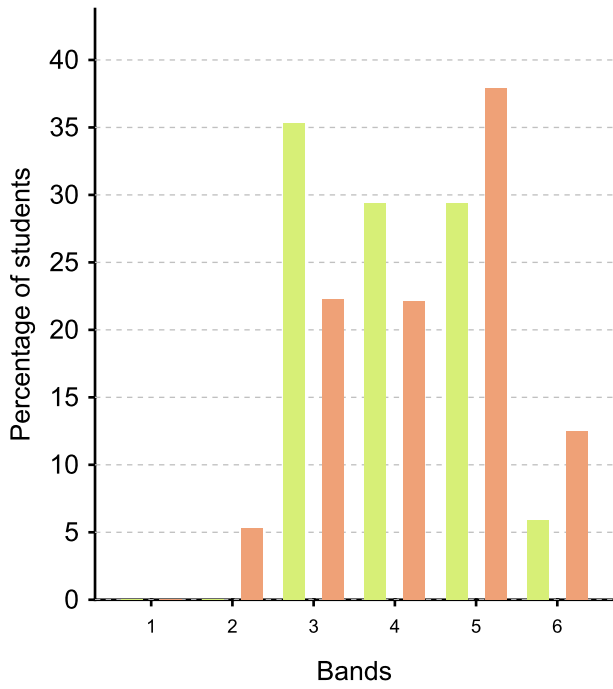


Band	1	2	3	4	5	6
Percentage of students	11.1	16.7	22.2	22.2	0.0	27.8
School avg 2015-2017	5.5	12.6	23.2	23.2	15.8	19.8

Percentage in bands:
Year 3 Reading



**Percentage in bands:
Year 3 Writing**

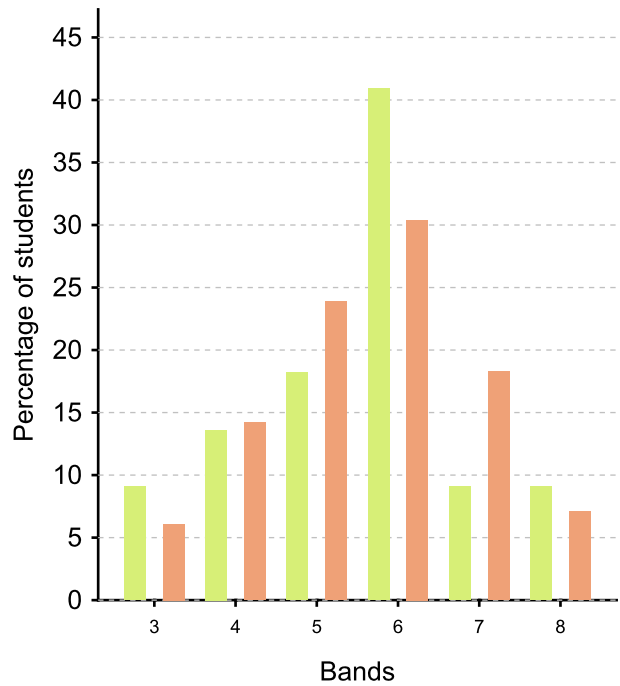


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	35.3	29.4	29.4	5.9
School avg 2015-2017	0.0	5.3	22.3	22.1	37.9	12.5

Band	3	4	5	6	7	8
Percentage of students	4.6	22.7	45.5	22.7	4.6	0.0
School avg 2015-2017	1.5	14.7	45.3	25.4	13.2	0.0

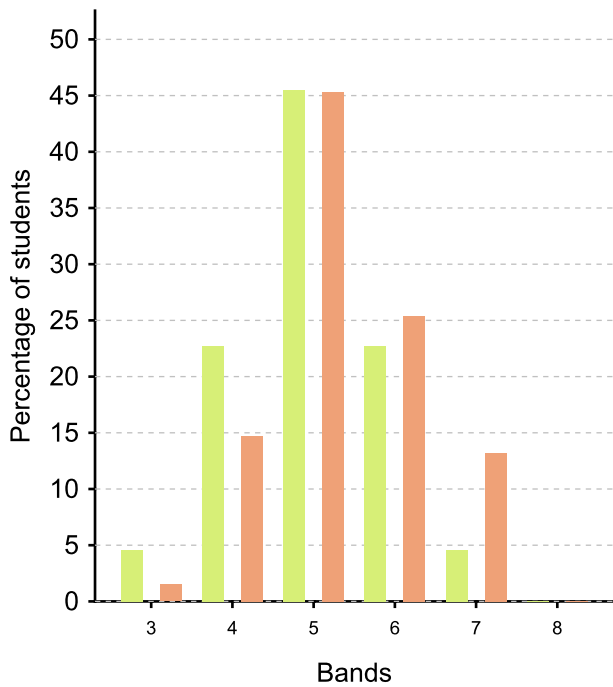
**Percentage in bands:
Year 5 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

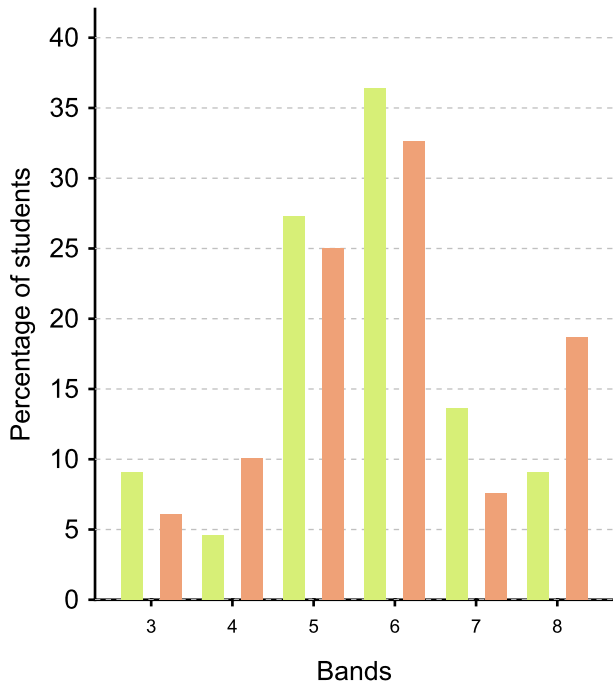
Band	3	4	5	6	7	8
Percentage of students	9.1	13.6	18.2	40.9	9.1	9.1
School avg 2015-2017	6.1	14.2	23.9	30.4	18.3	7.1

**Percentage in bands:
Year 5 Writing**



■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 5 Reading**



Band	3	4	5	6	7	8
Percentage of students	4.6	27.3	18.2	18.2	13.6	18.2
School avg 2015-2017	7.6	14.2	26.5	24.4	15.7	11.7

In Year 3 Numeracy over half students are in the top three bands, but are also over-represented in the bottom two bands. Year 3 students have performed better in Data, Measurement, Space and Geometry than in Number, Patterns and Algebra.

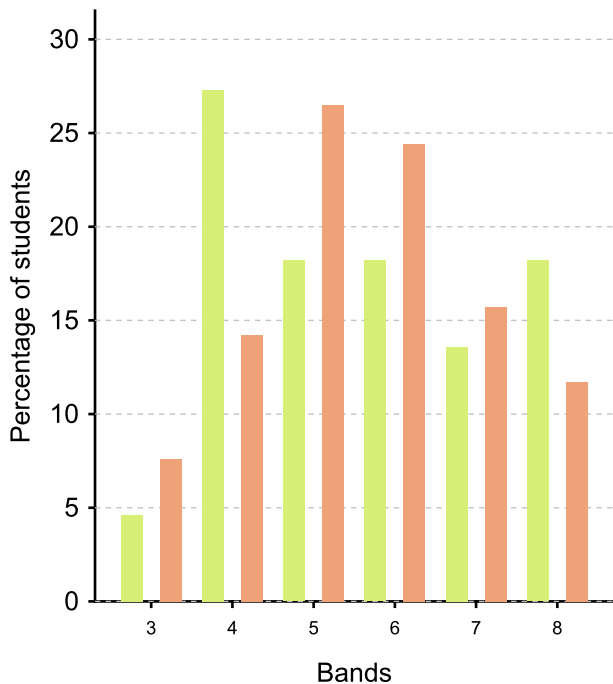
Students in Year 5 overall are very close to the state average in Numeracy and above the results of similar school groups in Numeracy and Data, Space and Measurement. Student growth from Years 5 to 7 show 71.4% of students have achieved above expected growth in Numeracy.

Numeracy remains a focus for the next three years.

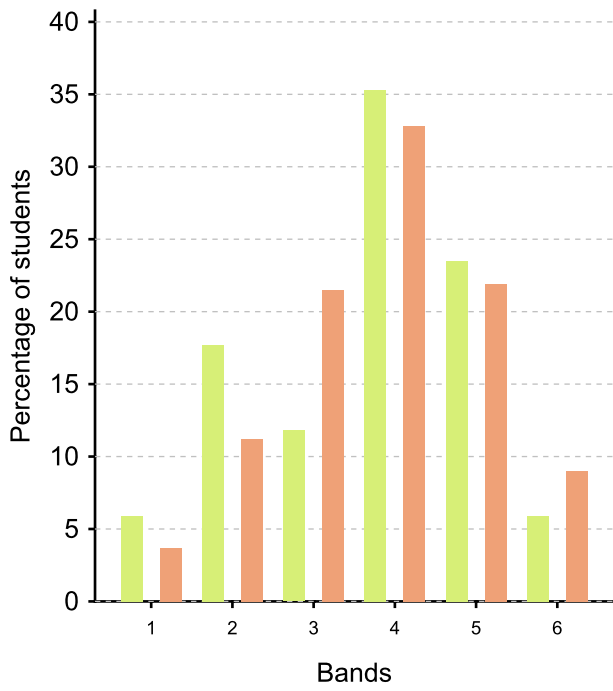


Band	3	4	5	6	7	8
Percentage of students	9.1	4.6	27.3	36.4	13.6	9.1
School avg 2015-2017	6.1	10.1	25.0	32.6	7.6	18.7

**Percentage in bands:
Year 5 Grammar & Punctuation**



Percentage in bands:
Year 3 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.8	9.5	33.3	19.1	28.6	4.8
School avg 2015-2017	4.6	13.0	28.5	23.8	20.9	9.2

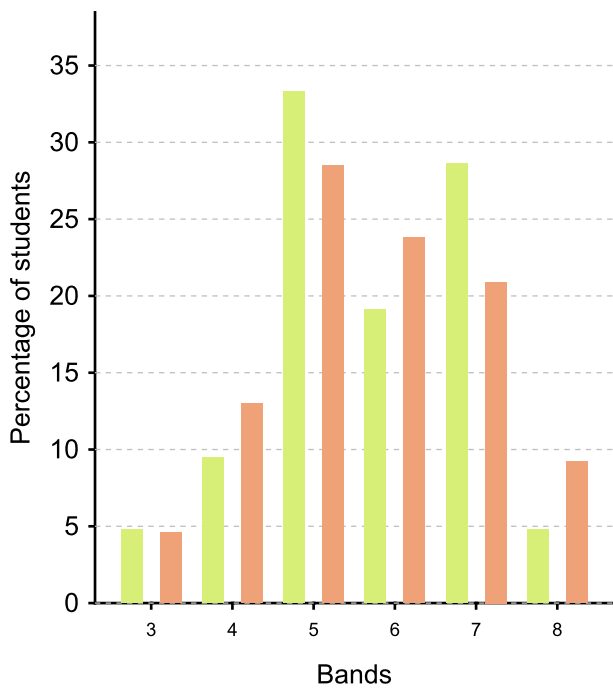
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Reporting on this requirement is not possible as to do so would make individual students identifiable.



Band	1	2	3	4	5	6
Percentage of students	5.9	17.7	11.8	35.3	23.5	5.9
School avg 2015-2017	3.7	11.2	21.5	32.8	21.9	9.0

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

The school asked for feedback from students using the Tell Them From Me survey tool. A total of fifty one students from Years 4 to 6 completed the survey in October 2017. Overall, our students tell us that they are happy at school, feel valued and display positive behaviour and effort. They believe their time in class is used effectively and efficiently, their learning is relevant and their classes are well organised with a clear purpose. Positive responses to these questions were all above the state average.

87% of students reported that they participated in school sports, a rate higher than the state rate of 83%. Likewise, students at Timbumburi had a higher rate of participation in extra-curricular activities than that of the state: 63% compared with 55%. With regard to bullying, students in Years 4 and 5 reported below state average levels of bullying behaviour, but students in Year 6 reported above state average. Girls reported being victims at a higher rate than boys. Students reported that they had positive teacher-student relationships with their teachers and believed they had someone at school who provided encouragement. These measures were both higher than the state measure. Aboriginal students reported they felt good about their culture when they are at school (88%) with 13% neither agreeing or disagreeing.

Focused discussions with parents as well as verbal and written feedback indicate parents are largely satisfied with the opportunities offered at Timbumburi Public School. Parents have indicated that the range of extra curricular activities is wide, especially in sport, chess, debating and public speaking. Students have ample opportunity to participate in a selection of events.

Parents have continued to be satisfied with the range of ways school communicates with families, with the school utilising Facebook, Instagram, emails, an app and a regularly produced newsletter. The request for the school to review its communication of decisions such as class composition and school administrative decisions has been acted upon. Parents expressed appreciation for the use of class apps such as Seesaw which allowed parents to view their children's work and interact in a positive manner.

Staffing during 2017 has been stable and staff report appreciating working at a school where the primary focus is on students and their learning and wellbeing. Staff indicate that they value working at Timbumburi Public School. They believe the partnerships between parents and school are sound and say they work hard to promote those connections.

Policy requirements

Aboriginal education

Timbumburi Public School continues to support its Aboriginal students and families. Aboriginal perspectives are integrated across Key Learning Areas.

Many texts studied in class are from an Aboriginal perspective and seek to teach students about Aboriginal culture. We have engaged with Mr Len Waters in order to strengthen the school's knowledge and understanding of the Aboriginal culture. Our Stage 3 students have visited significant sites that are important to the Aboriginal people in our local area and we have held a traditional smoking ceremony as part of NAIDOC week celebrations.

Multicultural and anti-racism education

Timbumburi Public School is a place where respect, tolerance and understanding of different cultures is valued. The school ensures that it remains inclusive by implementing teaching programs that encompass multicultural perspectives. Students participate in Harmony Day, where they recognise and respect the diverse cultural backgrounds of our Australian population.

Participation in the Multicultural Perspectives Public Speaking competition allows students to demonstrate an understanding of cultures other than their own and reflect on the wide range of cultures that make up Australia. Students are also immersed in other cultures through English texts and studies in Geography.

A number of classes are taught Indonesian, French and Japanese as part of their release from face to face time, which provides an opportunity to closely examine a culture that is different to the one most students are familiar with.

An anti-racism officer is elected from among the staff at the start of the year. Their role is to be accessible to staff and students in the event of issues regarding racism.