

Tallimba Public School

Annual Report



2017



3153

Introduction

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

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School background

School vision statement

At Tallimba Public School we take pride in delivering an excellent education in a warm and nurturing environment. Our strong relationship with all members of the school community contributes to the creation of a happy, safe and secure and welcoming school environment.

Our teachers are highly trained, caring individuals who are committed to helping all our students reach their full potential across all the key learning areas (KLAs) as well as the broad range of extra-curricular activities the school offers.

We are an innovative school community supportive of the idea of life-long learning. We continuously evaluate our approaches to learning to ensure that our school is always at the forefront of 21st Century Education and our students are not disadvantaged through our rural and remote location.

We believe the welfare of students and their families is paramount. We are committed to building self-esteem in students and to ensuring both responsible behaviour and a strong sense of civic pride.

Tallimba Public School is a small school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of less than 20 residents. The village serves the surrounding stock raising and crop growing area. The community continues to be psychologically and financially affected by a long-lasting drought and now more recently excessive flooding of the local area, as a result parents have indicated they would like to strengthen welfare programs which overcome some of the disadvantages caused by these environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently a significant number of enrolments are from low socio-economic families. A very strong Student Representative Council (S.R.C.) operates at Tallimba Public School.

There are two full time teachers, a teaching principal and a classroom teacher, as well as one part-time learning support officer, for two multigrade classes. For five days per week the students are organised into two staged groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

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 the domain of Learning, the staff indicated through the evidence gathered that the school was at the following levels:

1. Learning Culture – Sustaining and Growing
2. Wellbeing – Sustaining and Growing
3. Curriculum and Learning – Sustaining and Growing
4. Assessment and Reporting – Sustaining and Growing

5. Student Performance Measures – Delivering

Throughout 2017 the school focussed on further developing understanding around the element of Assessment and Reporting. Staff were involved in using a range of assessment data including PATR testing, L3 data and continuums results to monitor student achievements and inform planning for student groups and individuals.

In the domain of Teaching, the staff indicated through evidence gathered that the school was at the following levels:

1. Effective Classroom Practice – Sustaining and Growing
2. Data Skills and Use – Delivering
3. Professional Standards – Delivering
4. Learning and Development – Delivering

Throughout 2017 in the domain of Teaching, the focus has been on differentiation for students utilising Data Skills and Use. The use of assessment data for, as and of teaching is required to ensure the best possible outcomes for students.

In the domain of Leading, the staff indicated through the evidence gathered that the school was at the following levels:

1. Educational Leadership – Delivering
2. School Planning, Implementation and Reporting – Delivering
3. School Resources – Sustaining and Growing
4. Management Practices and Processes – Delivering

Throughout 2017 in the domain of Leading our focus has been on the school leadership team creating an organisational structure that enables management systems, structures and processes to work effectively. Opportunities were provided for students and the community to provide constructive feedback on school practices and procedures.

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

LEARNING AND CURRICULUM

Purpose

To ensure all students and staff reach their individual potential through focussed quality teaching and personalised learning programs. To develop skills in critical thinking and problem-solving to enable all to become lifelong learners.

Overall summary of progress

Staff took part in Professional Learning as part of the RIEN group on teaching rounds looking at aspects of the English curriculum. Regular meetings were held via VC across the RIEN network to further develop staff understanding of teaching rounds and collaborative practise. Due to a change in Principals across the RIEN network not all anticipated activities took place in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High level of student achievement in Literacy and Numeracy as measured using internal and external assessment data.		Internal and External data was used across the school to ascertain student needs. These needs were then targeted using specific programs. Internal data is showing growth in aspects of the continuum. External data shows overall growth in aspects of Literacy and Numeracy.
Teachers and students regularly monitor progress through assessing, plotting and tracking student improvement using the NSW Literacy and Numeracy continuums and cluster markers.		In 2017 staff used the continuums K–6 to assess and track student progress in aspects of Literacy and Numeracy. Students are beginning to articulate where they are on the continuums using "I can" statements as a guide.

Next Steps

In the 2018–2020 School plan we are focusing on further developing collaborative practise across the school and network to ensure that curriculum requirements are met. Professional learning targeting the development of teacher understanding of aspects of Visible Learning will also be a focus.

Strategic Direction 2

Student Learning

Purpose

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

In 2017 the school continued to work collaboratively with other members of the RIEN network to ensure students were given access to a variety of cross curricula activities. Teachers also developed personalised learning goals with the students in their classes to promote future learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual Learning/Behaviour Plans are implemented and written in consultation with students and parents.	\$31 000 Learning Support Teacher employed three (3) days per week. \$15 000 SLSO – employed two (2) days per week.	In 2017 IEP's and behaviour plans were written in consultation with parents and students. These plans were then implemented and evaluated regularly. Students and parents had ongoing input into the plans and implementation process.
70% of students will achieve their expected clusters for Comprehension and Reading on the literacy continuum.		Teachers completed end of year assessments and analysed the learning growth of all students in their class. Students enjoy tracking their learning using the literacy continuum and demonstrate a genuine desire to improve.

Next Steps

In the 2018–2020 school plan we are planning on targeting the development of student knowledge around Visible Learning. Students will be encouraged to be engaged in their learning by being able to identify why, how and what they are learning and become responsible for monitoring and achieving their learning goals which will be developed collaboratively with staff and parents.

Teachers and students will develop their knowledge on giving and receiving effective feedback to inform future learning.

Strategic Direction 3

COMMUNITY PARTNERSHIP

Purpose

To develop a school culture in which students, staff and members of the school community work together to form positive educational partnerships.

Overall summary of progress

Parents/carers and community members were actively invited to attend and participate in a range of school events. Participation in events such as Presentation Night, sporting carnivals, Easter celebrations, regular Assemblies increased across the year.

We worked hard to re engage the community throughout the year. The P&C and members of the community had input into planning for school improvement through the 2018–2020 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community knows and is committed to the schools strategic directions and practices to achieve educational priorities		Results from parent surveys indicate that the school community has a greater understanding of student learning through efficient home–school communication via P&C meetings, school newsletter, school website and information afternoons.
Increased levels of parent and community involvement at school and cultural events.	Catering – \$200	There was an increase in the level of parent and community involvement at the school as community members visited the school and conducted weekly specialised programs such as guitar group, intensive reading and sports skills.

Next Steps

Community engagement remains a priority for Tallimba Public School. It is ongoing and we remain committed to ensuring parents, carers and the wider community have input and participate in all aspects of school life including ongoing planning and planning for student improvement.

The wider school community is actively encouraged to participate in all school events throughout the year. The school also remains committed to participate in community events such as ANZAC day and other celebrations.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$23178	All students with low level learning disabilities received targeted learning support in classrooms. A school learning support officer and learning support teacher delivered intervention programs on an individual or small group basis. Whilst most students are achieving national minimum standards in both literacy and numeracy, they remain one or two clusters behind expected benchmarks.
Socio-economic background	\$13818	Students from low socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms. A school learning support officer and learning support teacher delivered intervention programs on an individual or small group basis. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	12	11	11	11
Girls	8	8	12	13

Enrolments continue to remain stable at Tallimba Public School.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	89	94	97.2
1	96.4	90.1	89.9	92.1
2	88	94.1	92.3	88.3
3	96.7	84.6	92.3	88.2
4	96.7	90.4	90.7	95.2
5	96.9	93.4	96	89.2
6	89.1	90.8	96.7	93.5
All Years	94.3	90.8	92.9	92
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

Attendance is monitored regularly at the school. Students absences are followed up through notes being sent home and phone calls to parents.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.92
Other Positions	0

*Full Time Equivalent

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 completed mandatory training requirements in Code of Conduct, anaphylaxis, emergency care, CPR, child protection and workplace health and safety. Teachers completed professional learning in forms of assessment, literacy, numeracy, use of continuums and visible learning.

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	40,779
Global funds	65,860
Tied funds	26,629
School & community sources	8,199
Interest	622
Trust receipts	2,048
Canteen	0
Total Receipts	103,358
Payments	
Teaching & learning	
Key Learning Areas	7,261
Excursions	762
Extracurricular dissections	8,942
Library	504
Training & Development	3,613
Tied Funds Payments	16,186
Short Term Relief	4,145
Administration & Office	20,432
Canteen Payments	0
Utilities	7,966
Maintenance	4,078
Trust Payments	2,225
Capital Programs	0
Total Payments	76,115
Balance carried forward	68,022

	2017 Actual (\$)
Opening Balance	0
Revenue	65,531
Appropriation	68,022
Sale of Goods and Services	0
Grants and Contributions	-2,491
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-27,942
Recurrent Expenses	-27,942
Employee Related	-15,461
Operating Expenses	-12,481
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,590
Balance Carried Forward	37,590

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.

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 (\$)
Base Total	403,779
Base Per Capita	3,515
Base Location	12,044
Other Base	388,221
Equity Total	36,995
Equity Aboriginal	0
Equity Socio economic	13,818
Equity Language	0
Equity Disability	23,178
Targeted Total	0
Other Total	1,435
Grand Total	442,210

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.

Due to the small cohort of less than ten students, specific information of results at Tallimba Public School cannot be shared. However, individual information has been shared with their parents.

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.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

A summary of responses has been presented below.

Student survey results indicated that students felt safe at school with adults within the school strongly encouraging them. They also indicated that they had positive relationships with their teachers. Survey results also showed that students believed that important concepts were taught well at the school and that the classroom instruction was relevant to their every day life.

Parent satisfaction with Tallimba Public School remains high with almost all survey results indicating that they feel welcome at the school. They also indicated that they can easily speak to the classroom teachers regarding their child's performance and that they are well informed about school activities. They also rated highly the fact that their child is encouraged to do their best work and that their teachers have high expectations for the child to succeed.

Staff surveys indicate high levels of satisfaction. They also indicated that the school had a high level of collaboration occurring with teachers working with other teachers to discuss strategies to increase student engagement as well as develop common learning opportunities. Staff indicated that the school had a strong learning culture embedded throughout the school where they were able to set high learning expectations for their students. All staff felt supported in their role and confident in their ability to provide quality teaching and learning activities which cater for individual student learning needs.

Policy requirements

Aboriginal education

Tallimba Public School works hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways. This was achieved in 2017 by:

- Staff members ensuring that Aboriginal perspectives are embedded in curriculum ensures Australia's Indigenous heritage is understood and celebrated appropriately.
- Celebrating NAIDOC week.

Multicultural and anti-racism education

Staff are committed to developing student understanding about multicultural Australian society, tolerance and respect towards other cultures.

Tallimba Public School ensures that culturally inclusive classroom and school practices are embedded across the school. Our programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and multicultural society. Teachers participated in ongoing professional learning that supports them to embed multicultural and anti-racism education into their teaching and learning programs.

Students and staff participated in Harmony Day activities and attended a Multicultural Day.