

Tallong Public School

Annual Report



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Introduction

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

Ellie Moore

Principal

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Message from the Principal

Two and a half years ago as a newly appointed principal to Tallong Public School, I had a dream that this small rural school would be the best of its kind. I wanted Tallong to be a school where we all felt welcome, valued and empowered to make a positive difference in our own way for ourselves, our school, our families and our world. I wanted a school where children, parents and teachers worked together to pave the way towards learning success, social well-being and global responsibility. I wanted it to be a place that inspired creativity, teamwork and confidence. I wanted a school we could all be proud of. My dreams have been realised. The learning, the community, the creations and the fun of this year and the last two and a half years, has occurred only because of the commitment and support of an outstanding staff, trusting and adventurous community members and a student body willing to give their all. Thank you everyone for making Tallong Public School the best.

School background

School vision statement

At Tallong Public School our vision is for committed teachers who continually strive to build on and improve their teaching and organisational practice. They work in collaboration with the community to support students in achieving academic success and acquire skills that prepare them for the future. They aim to develop individuals who are committed to practices that lead to well-being of self and others.

School context

Tallong Public School is a rural school set in the Southern Highlands village of Tallong. The school is supported by the community and has an active and committed Parents & Citizens organisation. The school is a member of the Moss Vale Community of Schools as well as the Bong Bong Leadership Group of small schools whose principals and staff collaborate to provide transition programs and academic, sporting and creative opportunities for all students. The village has a growing population and school enrolments have risen dramatically over the past few years.

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 NSW Department of Education's School Excellence Framework and participated in the Department's External Validation. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Over the course of 2017, Tallong Public School held initial discussions around the School Excellence Framework (SEF). Professional learning was conducted for all staff on the Framework's purpose and design and was used to monitor and evaluate current practices. To prepare the school for External Validation, staff plotted where the school was placed against each element of the Framework. Staff identified evidence to justify decisions and evidence collection commenced. The evidence collected during this process was used to complete the SEF Surveys and Executive Summary for External Validation.

During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Tallong Public School collected evidence to justify assessing its performance as **Delivering** in the domains of **Learning, Teaching and Leading**.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Students are highly engaged with 21st Century Learning

Purpose

Students with highly developed skills in using ICT tools are better prepared for a technology based world. Students, through the use of ICT, will solve problems, work creatively, collaboratively and independently to demonstrate and apply knowledge. ICT in learning provides high engagement and connectedness, develops collaboration skills, and presents students with challenging and stimulating tasks. The purpose includes enabling students to access knowledge as opposed to holding knowledge.

Overall summary of progress

In 2017;

All teachers were engaged in professional learning to ensure they possess the skills to effectively implement 21st Century ICT in the classroom. Professional Learning courses attended in 2017 included;

- the CSER Professional Learning Program designed to help teachers and schools to engage with Digital Technologies through the CSER MOOC courses,
- preparation for and participation in the NAPLAN Online School Readiness Test.

A scope and sequence was developed for the explicit teaching of 21st Century ICT skills.

Class Dojo was used to communicate student progress to parents.

A computer hub was established in the library and additions were made to computer hardware. Twenty-seven desktop and/or laptop computers are now available at any one time in the hub allowing for a class of students to complete NAPLAN online.

The main school server was upgraded and an extra wifi access point was installed in the staffroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will achieve 75% or more of the checklist outcomes for their Stage.	1Xcasual teacher day	A scope and sequence of skills per Stage plus a checklist of outcomes has been developed. An ICT skills checklist was completed and is being used for student assessments. ICT skills are explicitly taught.
All staff use classroom ICT every day.	P&C donation \$4000 Department of Education computer hardware rollout.	100 % of staff use ICT in classrooms every day. All students and teachers have access to desktop and laptop computers, iPads and interactive Whiteboards. Additional computers and iPads were purchased and a computer hub set up.
ICT skills will be reported each semester in reports to parents.		Development of student reports is in progress to include reporting on student ICT skills in 2018.

Next Steps

In 2018, student ICT skills data will be analysed and reported explicitly to parents. Future directions for students and teachers at Tallong Public School are;

- to learn about and engage in coding programs and lego robotics
- to make STEMS (Science, Technology, Engineering and Mathematics) a focus of daily learning.

Strategic Direction 2

Creating students who are confident, resilient, productive, compassionate and successful citizens and learners.

Purpose

Students who have strategies to maintain mental well-being are better able to succeed, maintain strong relationships and show care and connection towards others, and in doing so live rich and meaningful lives.

Overall summary of progress

Teachers use Visible Learning practices based on the studies by John Hattie in their classrooms. Students use goal setting for learning, i.e. individual learning intentions that are measurable targets facilitated by their classroom teacher. Students receive feedback from their teacher and their peers to gauge their progress.

A bullying awareness program, (Friendly Schools Plus"), is in place and the Tallong Public School "Fair Discipline and Effective Learning Policy" provides clear guidelines for assessing and monitoring student behaviour. The Positive Behaviour for Learning program continues as a central focus for embedding positive psychology in all aspects of student learning and behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Playground incidents of bullying will reduce, which will be evidenced on the school's Behaviour data base	School Signage \$2000	The implementation of Positive Behaviour for Learning and explicit teaching of the Friendly Schools Plus program has been instrumental in significant reduction of bullying behaviour in the playground.
Visible learning practices will be evidenced in all classrooms and ILP's (and PLP's for Aboriginal students) will show an increasing number of students achieving their term goals.	Combined Staff Development Day for Visible Learning presentation.	Visible Learning Practices are evidenced in all classrooms. All ILPs and PLPs demonstrate students achieving an increased number of their set goals.

Next Steps

A wellbeing team will lead professional learning for the school community to engage with the NSW Department of Education Wellbeing Framework for Schools. Visible Learning and Positive Behaviour for Learning strategies will be evaluated against the Five Domains of Wellbeing. Approaches to student leadership will be evaluated and developed for all students using the Self Assessment Tool for Schools.

Strategic Direction 3

Delivering consistently a high standard quality of education in all classrooms.

Purpose

Student growth and academic success is achieved through quality teaching and meeting the needs of all learners. Our purpose is to produce students who are highly literate and numerate, who are supported to reflect on their progress and set learning goals, and who can apply their knowledge across all Key Learning Areas.

Overall summary of progress

Diagnostic assessments were used to determine students' achievements and the results were plotted on the Literacy and Numeracy Continuums of learning. Teachers gained understanding of the continuums and provided timely detailed feedback to students. Staff consistently used Quality Teaching practices of intellectual quality, quality learning environment and significance to enhance student learning. As a result, quality differentiated teaching and learning programs were implemented to meet the needs of all students K–6.

The Professional Learning Framework provided guidance and direction for all teachers to reflect on their professional learning goals. Targeted professional learning in line with school strategic directions and teachers' professional learning goals were completed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Termly PLAN and L3 assessment data shows an increasing number of students meeting expected outcomes.	\$1000 L3 training. 8 X casual teacher days	2017 PLAN data showed an increased number of students meeting expected outcomes. The L3 initiative recommenced in 2017. The Week 30, 2017, reading data wheel indicated that Kindergarten are working well on yellow texts with 27% (3 children) reading at Cluster 3. 73% have already met or exceeded the end of year benchmark, (Cluster 4).
Increased proportion of students above National Minimum Benchmark levels in NAPLAN – literacy and numeracy	SLSO and LaST Multilit Maths in class support	No students were below the National Minimum Standard in all NAPLAN – Literacy and Numeracy; an improvement on previous results and not achieved since 2014.
Increased proportion of students in proficiency bands (NAPLAN) as we move the middle to the top.		NAPLAN Data showed an increased proportion of students achieved at proficiency from 2015 to 2017. % of Year 5 achievement reported for the top 2 bands at proficiency <ul style="list-style-type: none"> • Reading – 2015– 20%, 2017–29% • Writing – 2015 – 0%, 2017–14% • Spelling – 2015 – 0%, 2017 – 14% • Grammar and Punctuation – 2015 – 0%, 2017 – 14% • Numeracy – 2015 – 0%, 2017 – 14% % of Year 3 achievement reported for the top 2 bands at proficiency <ul style="list-style-type: none"> • Reading – 2015– 50%, 2017 –21% • Writing – 2015 – 20%, 2017 –21% • Spelling – 2015 – 30%, 2017 – 21% • Grammar and Punctuation – 2015 – 40%, 2017 – 50% • Numeracy – 2015 – 30%, 2017 – 38%
100% of teaching staff have		100% of teaching staff have documented evidence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
documented evidence and personalised professional learning plans in line with the Professional Learning Framework		and professional learning plans in line with the Professional Learning Framework

Next Steps

Targeted opportunities for shared expertise, observation and feedback across the Bong Bong Learning Community of schools network will be made available to all staff. School-wide and inter-school relationships will provide mentoring and coaching support to ensure the ongoing development of all staff. Teachers will use data more explicitly to teach at the point of instruction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Multilit Program, School Learning Support Officer \$5013 • Aboriginal Cultural Day \$400 • NAIDOC Incursion \$1500 	<ul style="list-style-type: none"> • Targeted students demonstrate significant improvements in word attack skills, high frequency word recognition and reading fluency. 1 student completed the program in Term 4. • Increased understanding by students and staff of Aboriginal traditions and culture
Low level adjustment for disability	<p>Learning and Support Teacher \$10,151</p> <p>School Learning and Support Officer \$5,990</p>	<p>The Learning and Support teacher supported students with learning and developing social skills.</p> <p>A School Learning and Support Officer supported student with disability at Sporting venues , excursions and in the classroom.</p>
Quality Teaching, Successful Students (QTSS)	<p>L3 Kindergarten training \$1000</p> <p>13Xcasual teacher days</p>	<p>The first year of L3 – Kindergarten training was completed.</p> <p>27% Kindergarten students achieved at Cluster 3, 73% students exceeded end of year benchmark, Cluster 4.</p>
Socio–economic background	<p>Early Learning Hub, SLSO 20 days – \$6,066, resources – \$1000</p> <p>Multilit Reading Support Program. SLSO X 40 days \$12,132</p> <p>SLSO support, 10 days of SLSO Kindergarten transition support \$6,066</p> <p>40 1/2 days extra LaST \$10,151 Student</p> <p>Assistance with uniforms, textbooks and sports programs</p> <p>Puppet Show incursion \$500.</p>	<p>A number of preschool children and their parents attend the Hub on a regular basis.</p> <p>Out of Home Care Kindergarten students and Special Needs Kindergarten students settled into class routines.</p> <p>The learning needs of Special Needs students were met through individualised programs, targeting literacy and numeracy.</p>
Support for beginning teachers	<p>Better Teachers, Better Beginings – Initiative –\$1000</p> <p>Teacher Observations/Mentoring – Bundanoon PS/Burrawang PS</p> <p>10 X Casual Teaching Days</p>	<p>The NSW Department of Education's initiative, <i>Better Teachers: Better Beginings</i>, was implemented across the Moss Vale Community of Schools. The program leader;</p> <ul style="list-style-type: none"> • Organised and provided high quality resources and a range of professional learning opportunities to beginning teachers and worked alongside in–school mentors; • Provided ongoing mentoring and guidance to beginning teachers; • Implemented a structured program of classroom observation to provide professional and developmental feedback to beginning teachers; • Guided beginning temporary teachers through the process of achieving accreditation at the level of proficient teacher; • Supported professional learning for teachers and executive to strengthen their

Support for beginning teachers	<p>Better Teachers, Better Beginings – Initiative –\$1000</p> <p>Teacher Observations/Mentoring – Bundanoon PS/Burrawang PS</p> <p>10 X Casual Teaching Days</p>	<p>understanding of the Australian Professional Standards for Teachers;</p> <ul style="list-style-type: none"> • Assisted the Principal in finalising accreditation reports.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	33	32	36	42
Girls	23	27	24	23

Student enrolments have continued to grow steadily as younger families are attracted to the affordability of housing in rural NSW which includes Tallong. Student numbers are predicted to grow further as housing development in the area increases.

Families are attracted to the small and well resourced school and its friendly inclusivity.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	92.4	93.4	91.9
1	94.9	94	87.5	90.6
2	97.6	94.3	94.7	93.2
3	97.8	96.9	95.5	94.8
4	96.4	90.8	89.9	95.5
5	98.2	91.4	95.5	96
6	98.5	95.1	95	93.4
All Years	96.5	93.8	93.3	93.7
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

has failed to provide a satisfactory explanation for an absence.

Staff are trained to implement the School Attendance Policy and procedures and personnel with delegated responsibility for maintaining attendance records are supervised.

All cases of unsatisfactory attendance, including part-day absences, are investigated promptly and school based factors impacting on attendance are addressed.

Early identification of students at risk developing poor school attendance patterns is practised through strategies such as regular roll checks.

Parents, students and the school community are regularly informed of the importance of school attendance.

Effective referral and support networks are established, so that students, whose attendance is identified as being of concern, and their families, can be connected to relevant services within the department and with local external agencies. Appropriate staff members may be nominated to meet with parents, arrange referrals and to be the contact points for consultation and

Management of non-attendance

Tallong Public School has a School Attendance Policy that stipulates staff regularly evaluate and address student attendance. The School has effective strategies in place to contact parents where there is a pattern of attendance causing concern, or the parent

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

0% staff are of Aboriginal background.

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	25

Professional learning and teacher accreditation

The Australian Professional Standards for Teachers (APST) define the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes. The Standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers from Graduate to Proficient Teachers, to Highly Accomplished and Lead Teachers. The NSW teacher accreditation system, overseen by the NSW Education Standards Authority (NESA) provides a rigorous assessment of evidence for a teacher's achievement of the Standards.

In 2017 two teachers were accredited at Proficient

level and two teachers were accredited at Graduate level, (one of whom achieved accreditation at Proficient by the end of Term 4).

Professional learning for teachers included;

- Mandatory compliance courses,
- Language, Learning and Literacy (L3), a research-based intervention program for kindergarten students,
- Bong Bong Learning Community and Moss Vale Community of schools combined professional learning in Curriculum Programming, Writing Assessment and Visible Learning,
- Technology, Spelling and Grammar courses,
- Teacher peer observations and feedback.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	40,649
Revenue	720,349
Appropriation	684,127
Sale of Goods and Services	40
Grants and Contributions	35,577
Gain and Loss	0
Other Revenue	0
Investment Income	604
Expenses	-667,800
Recurrent Expenses	-667,800
Employee Related	-612,625
Operating Expenses	-55,175
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	52,549
Balance Carried Forward	93,198

Tallong Public School transitioned to LMBR in 2017. Staff have been trained to fully engage with the system to manage finance, student enrolment, attendance and student wellbeing. The 2018 budget was planned and submitted using the newly introduced eFT budget tool.

Tallong Public School's finance committee reviews finance transactions and budgets on a regular basis.

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	594,652
Base Per Capita	9,170
Base Location	6,114
Other Base	579,369
Equity Total	63,283
Equity Aboriginal	6,913
Equity Socio economic	40,229
Equity Language	0
Equity Disability	16,141
Targeted Total	0
Other Total	6,078
Grand Total	664,014

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

Data from NAPLAN Year 3 results, (shown on given tables), indicated an increase in scores from 2015 in all areas of Literacy.

Due to the small cohort of students in Year 5, (7 students), Data from NAPLAN Tests did not give accurate aggregate results. However the following results were able to indicate student growth;

- 0% of students in Year 3 and 5 were below the National Minimum Standard in Reading, Writing, Spelling, Punctuation and Grammar and Numeracy. This is the first time Tallong Public School achieved this result since 2012.
- Year 5 Trend data for NAPLAN writing scores increased from 440.4 in 2014, (below the average for Year 5 students), to 478.3 in 2017, (above the average for all Year 5 students in the State..)
- Year 5 students performed close to the State average in Reading and Trend Data shows an improvement from 464.4 in 2014 to 492.4 in 2017.
- NAPLAN Spelling results for Year 5 students went up from 448.0 in 2016 to 501.2 in 2017.
- Grammar and Punctuation NAPLAN results rose from 457.3 in 2015 to 464.5 in 2017.

In summary NAPLAN data showed an upward trend in all areas of Literacy for Year 5 students.

The Growth of Year 5 students from when they were in Year 3 indicated that 50% achieved above expected growth.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	21.4	57.1	14.3	7.1
School avg 2015-2017	0.0	0.0	7.1	19.0	4.8	2.4

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	21.4	21.4	7.1	35.7	14.3
School avg 2015-2017	0.0	7.1	7.1	2.4	11.9	4.8

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	28.6	50.0	14.3	7.1
School avg 2015-2017	0.0	0.0	9.5	16.7	4.8	2.4

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	14.3	35.7	28.6	14.3	7.1
School avg 2015-2017	0.0	4.8	11.9	9.5	4.8	2.4

Numeracy

Year 3 NAPLAN scores for numeracy indicated a decline in scores from 2016.

The best areas of performance Measurement, Space and Data were;

- measurement of length and volume
- graphs using tally-marks

The worst areas of performance in Measurement, Space and Data were in;

- multi-step problem solving,
- graphs, weights
- 3D models.

In Numeracy students performed best in;

- counting the numbers of parts of an object
- determining half the number of objects on display

In Numeracy students performed worst in;

- completing number sentences showing two additions of equal value.
- adding and subtracting two and three digit numbers to solve a multi-step problem
- representing four-digit numbers using words

Due to the small cohort of students in Year 5 (7 students), Data from NAPLAN Tests does not give accurate aggregate results. However the following results in NAPLAN Numeracy indicated that:

- the average score of 455.7 in 2015 rose to 455.7 in 2017.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	15.4	30.8	30.8	7.7
School avg 2015-2017	0.0	5.1	5.1	10.3	10.3	2.6

Parent/caregiver, student, teacher satisfaction

As part of the School Self-Evaluation process, parents were asked to complete a school survey. They were given the choice to access the survey online via School Stream or to complete a paper copy.

Thirty five questions were posed under the four headings of;

- Quality Teaching and Learning
- Student Engagement and Wellbeing
- Community Engagement
- Parent Satisfaction

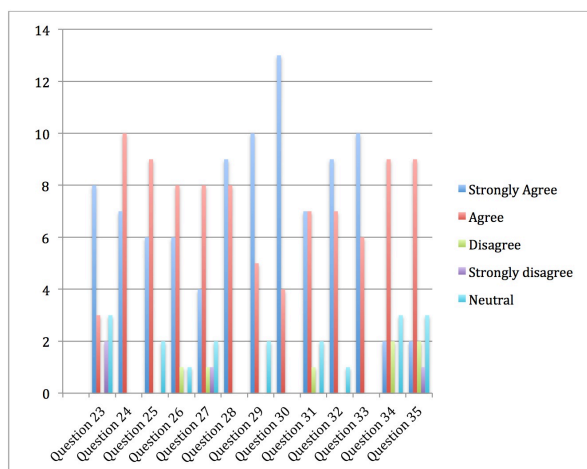
Parent answers were collated under the categories of;

Strongly Agree, Agree, Disagree, Strongly Disagree and Neutral.

Seventeen out of Sixty-Two surveys were returned.

The majority of surveys returned "Strongly Agree" and "Agree" to all questions indicating an overall satisfaction with Quality Teaching and Learning, Student Engagement and Wellbeing, Community Engagement and Parent Satisfaction.

The survey identified a need for the school to communicate its Effective Learning and Fair Discipline Policy to parents and Carers in 2018.



Policy requirements

Aboriginal education

In 2017, all teachers demonstrated their high expectations of every Aboriginal student and encouraged them to pursue personal excellence, including a commitment to learning. Teachers used quality teaching and assessment practices and resources that were culturally inclusive. They provided all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through Aboriginal cross-curriculum content.

Aboriginal students at Tallong Public School were encouraged to pursue personal excellence, including a commitment to learning, through personal learning pathways developed in consultation with parents/carers.

Through the targeted programs of Multilit and Learning and Support, the School's focus in 2017, was to further enable Aboriginal students to achieve age appropriate and beyond syllabus outcomes.

Aboriginal Cultural Day

All students, Yrs K–6, attended Aboriginal Cultural Day at Glenquarry Public School in Term 4. It was an eventful day of arts, crafts and sport. Students learned about bush medicine and traditional hunting. They participated in games and listened to stories told by community elders.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted at Tallong Public School. All public meetings and assemblies are preceded by Acknowledgement of Country and the school library is adding to its resources of traditional legends and indigenous stories that are presented to all students.

Multicultural and anti-racism education

Multicultural Education and Anti-racism Education

Under the Department's Anti-Racism Policy each school is required to have a trained Anti-Racism Contact Officer (ARCO). A new ARCO for Tallong Public School was trained in 2017.

At Tallong Public School, teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

In 2017, Stage 2 and 3 students led the school in celebrating Harmony Day. Students researched a number of different cultures and presented their findings to the community. Parents/Carers were invited to participate in the celebrations as well as taste a variety of foods from various cultures, prepared by the students and their families.