

# Central Tilba Public School

## Annual Report



2017



3214

## Introduction

The Annual Report for **2017** is provided to the community of **Central Tilba 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.

Danielle McGrath

Relieving Principal

### School contact details

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### Message from the Principal

It has been a pleasure and a privilege to begin teaching at Central Tilba this year. I also have the wonderful leadership opportunity of Relieving Principal, and I will be continuing as Relieving Principal throughout 2018.

This year Central Tilba has seen some changes to staffing but has been fortunate to retain the motivated and engaged teaching of Peter Markham. Central Tilba has welcomed the committed and highly professional teaching staff in Kara Munn and Juanita Low, all will be returning to teach and inspire in 2018. We thank Peter, Kara and Juanita for their contribution and commitment to our students, our school and to the community.

This year has also seen Central Tilba's Principal John Carter begin long service leave, which will lead into retirement in 2018, we thank him for his many years of service to school and community, the legacy he has left of a deep learning culture is evident, we all wish him continued health and happiness.

Our school has offered many diverse study programs in 2017, including the Leadership Camp, Academic Challenge and Chess Competition through the Eurobodalla Learning Community. We have students who represented our school through various sporting achievements at local, district, regional and state carnivals. Our ongoing participation in the Small Schools KO (Knock Out) Soccer Competition has become a tradition that students look forward to each year and this year's efforts took the team all the way to the state finals. We offered school intensive programs in robotics, AFL clinics, League tag and swimming. We participated in gala days for AFL and rugby league. Our students were involved in many assembly performances and exhibitions for the community in the Creative and Performing Arts.

Further changes to staffing this year has meant our School Administration Manager, Linda Lonergan, who is a powerhouse of information and energy, has taken some well-earned long service leave from term 4. Linda has allowed for a smooth transition of Principal duties, she has also ensured that her relieving SAM (Kim Atkins) is well supported. Thank you for your ongoing support Linda and your commitment to Central Tilba and all the best with your continued leave. Welcome Kim Atkins who will continue as relieving SAM in 2018, we are excited about your enthusiasm and your ability to embrace your new role. Thank you to Tony Went who has supported this school as our GA, thanks to you our school continues to be a place of beauty.

Our P&C are always remarkable and this year was no exception, their contribution to the school through donations and grant applications for transport has allowed our students to participate in many extra-curricular activities. The P&C's knack for entertaining, innovative and community minded fundraising is definitely part of their success which our school and our students benefit from. So thank you for your tireless efforts and your ongoing support and passion.

Danielle McGrath

Relieving Principal

## School background

### School vision statement

The staff and community of Central Tilba Public School seek to deliver quality education to develop the individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

This will be fostered through encouraging a lifelong love of learning to produce well-educated and articulate citizens, capable of achieving their potential in the 21st century.

### School context

Central Tilba Public School is a small PP5 school located on the south coast of New South Wales. It is a two teacher school with enrolments steady in the mid thirties. It services a rural community bordered by Mystery Bay to the north, Dignams Creek to the south and Wallaga Lake to the east. It is part of the Far South Coast network of schools and is a member of the Eurobodalla Learning Community and Gulaga Community of Schools.

Central Tilba Public School caters to a diverse group of rural students and is supported by a strong community and P&C input.

In NAPLAN results, the school consistently performs at equal to or above the national average in Literacy and Numeracy.

Central Tilba Public School has a strong record of achievement and excellence in sports, creative and performing arts and public speaking.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

Our reflections of each element indicate that Central Tilba Public School is currently at the 'Delivering' or 'Sustaining and Growing' level of the framework in all areas. The aim of all schools is to progress to the 'Excelling' level for Learning, Teaching and Leading.

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

### Quality Teaching and Assessment

#### Purpose

To ensure learning for all students in our school is based on differentiated high quality educational delivery, engaging and challenging learning experiences and consistent assessment practices to allow students to achieve goals and high expectations in Literacy, Numeracy and other Key Learning Area perspectives.

#### Overall summary of progress

During 2017 a number of Milestones were set, which were reviewed twice a term. Regular staff meetings were used to monitor progress and 'keep on track'.

In terms of Quality Teaching and Assessment, staff, students and parents became more skilled in their knowledge of Statistics and Probability (Numeracy) and Reading and Comprehension (Literacy).

NAPLAN results in 2017 indicated that the school is on track to achieve its improvement measures for Literacy but would need to continue growth to meet the Numeracy improvement measures set in the school plan in the future.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2017, 50% of students in Literacy (2015–2017 average) and 60% of students in Numeracy (2015 – 2017 average) will be recognised in the proficient cohort as measured by NAPLAN, while maintaining 100% in minimum standards.	\$1233	In 2017, 55.5% of students in Literacy and 33% in Numeracy were recognised in the proficient cohort as measured by NAPLAN.  100% of students attained minimum standards.
By the end of 2017, all primary children will have an understanding of the Literacy and Numeracy Continuums and be able to monitor the progress in their learning.		In 2017 all primary students worked towards assessing their learning in the Statistics and Probability strands of Numeracy and the Reading and Comprehension strands of Literacy.  All parents were provided with Continuum information in Statistics and Probability, Reading and Comprehension.
All teaching staff follow and use the School's Scope and Sequence in Literacy and Numeracy and are confident in assessing students using the Literacy and Numeracy Continuums.		Scope and Sequence charts in Statistics and Probability, Reading and Comprehension were created and are being used by staff to plan and assess student's work.

#### Next Steps

In 2018, there is an opportunity to evaluate new priorities with the new school planning cycle. Current staff and community see the value in focusing on individual student growth, the development of teaching practice and the focus on school wellbeing and community connections.

## Strategic Direction 2

### 21st Century Learning

#### Purpose

For all students and staff to be responsible and highly accomplished users of technology to support and enhance their learning and lifestyle needs in the 21st century.

#### Overall summary of progress

During 2017 a number of Milestones were set in 21st Century Learning, which were reviewed twice a term.

Students were introduced to Google Suite Programs and staff received training in Google Apps. Students were also introduced to Lego Robotics through incursions by 'Innovations' programs. A working relationship continued with Narooma High School with Robotics workshops for senior students.

Staff continued to assess students using Best Start and PLAN Data.

All students at Central Tilba Public School regularly use technology to enhance their learning. All staff are using technology to improve their teaching and assessment strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2017, all students will have demonstrated increased proficiency in keyboarding skills based on regular assessments.	\$1800	All students were given extensive opportunities to maintain and improve upon typing accuracy benchmarks established in 2015.
By the end of 2017, all students will be competent and innovative in using Microsoft programs based on K-6 Scope and sequence competencies and internal assessment.	\$1785	All students were growing in competency in using Google Suite. Students were also introduced to using a blog to share writing globally.  Students participated and were able to build and program lego robots.
By the end of 2017, all teaching staff will be using technology on a daily basis to enhance and engage students in their learning. Staff will be confident users of technology to plan, implement and assess student progress.		Teaching staff continued to use PLAN software for assessment. All students were being monitored each term. Staff also received training in Google Suite to implement with students in the classroom.

#### Next Steps

Central Tilba PS will continue the partnership with the High School and be involved in Lego Robotics workshops.

Students will continue to be introduced to an array of Apps to build confidence and ability to learn through technology.

## Strategic Direction 3

### Wellbeing and Community Connections

#### Purpose

To provide an environment and develop whole school practices which enable all students to be empowered, committed learners who develop confidence, creativity and leadership skills for life as well as a sense of self-worth, self awareness, empathy and respect for themselves, others and the environment.

#### Overall summary of progress

During 2017 a number of Milestones were set, which were reviewed twice a term at staff meetings to ensure ongoing progress.

In Kids Matter, staff were trained and information disseminated to parents/carers on 'Social and Emotional Learning for Students'.

Well Being Policy created through Positive Behaviour For Learning and implemented across the whole school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance will increase from 93% (2014) to an average of 95% over the 2015–2017 period.		A student attendance rate of 94% was achieved in 2017.
All staff implement the Positive Behaviour For Learning Program and Kids Matter strategies.	\$950	All teaching staff implemented the principles of Positive Behaviour For Learning.  During 2017 children continued to use the concepts of 'Respect, Safety and Care' as values. A set of Positive School Rules and Well Being Policy was in full implementation in 2017.  In Kids Matter, staff underwent professional learning around the second module 'Social and Emotional Learning for Students', which was implemented during Terms Two and Three through the use of 'Friendly Classrooms' program.
Between 2015 and 2017, maintain or lower the number of school suspensions for the 2012–2014 period (4).		In 2017 there were no suspensions.

#### Next Steps

Continue to work with students and community around the importance of consistent school attendance.

Continue to implement and revise PBL, maintain and collect behaviour data. Maintain consistency of high expectations and consequences.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$708	Resources were purchased to teach cultural appreciation and understanding.
<b>English language proficiency</b>	\$0	Not Applicable
<b>Low level adjustment for disability</b>	\$11434	Teaching support for Years 3–6 class –Terms 2–4.  Improved literacy and numeracy skills in the Years 3–6 class based on the employment of an additional teacher two mornings per week to work intensively with smaller learning groups.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2946	Improved teaching through Lesson Observations and Scope and Sequences, leading to improved student outcomes across all KLAs.
<b>Socio–economic background</b>	\$4175	All students were provided with specialised Creative Arts programs, leading to equitable access to opportunities and improved learning outcomes in Creative Arts.
<b>Support for beginning teachers</b>	\$0	Not applicable
<b>Targeted student support for refugees and new arrivals</b>	\$0	Not applicable

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	26	26	26
Girls	12	13	11	12

At the end of 2017 Central Tilba Public School had an enrolment of 41 students. Five Year Six students will leave for high school and an anticipated enrolment of four students in Kindergarten will slightly decrease student numbers in 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.2	95.2	91.4	88.7
1	92.7	97.4	92.7	92.7
2	95.5	90.8	94.6	96.5
3	99.1	93.2	96.8	96.3
4	98.3	97.6	93.6	91.8
5	100	94.1	98.4	93.6
6	90.6	93.4	89.1	97.9
All Years	95.9	94.8	94.3	94
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

Central Tilba Public School in 2017 had an average attendance above state level. Students are encouraged to attend at all possible opportunities. Students who have 100% attendance during a particular term receive a certificate of achievement at a school assembly, while students who achieve an attendance profile of 95% or above over the four terms receive a certificate at the end of year Presentation evening.

### Class sizes

Class	Total
K/1/2/3	19
4/5/6	22

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.92
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce.

During 2017, no Aboriginal people were employed at Central Tilba Public School.

### 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

During 2017 Professional Learning took place in:

- Leadership;
- Cardiopulmonary resuscitation;
- Anaphylaxis training;
- administering prescribed medications and emergency care;
- Child Protection;
- Positive Behaviour For Learning;
- Kids Matter;
- K–2 Physical Education;
- Road Safety;
- Google Suite

## 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	\$
<b>Balance brought forward</b>	<b>58,817</b>
Global funds	45,557
Tied funds	6,417
School & community sources	8,007
Interest	373
Trust receipts	3,959
Canteen	0
<b>Total Receipts</b>	<b>64,314</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	16,452
Excursions	6,481
Extracurricular dissections	3,344
Library	319
Training & Development	0
Tied Funds Payments	2,283
Short Term Relief	5,716
Administration & Office	15,396
Canteen Payments	0
Utilities	2,984
Maintenance	6,808
Trust Payments	4,190
Capital Programs	0
<b>Total Payments</b>	<b>63,974</b>
<b>Balance carried forward</b>	<b>59,157</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	113,909
Appropriation	102,595
Sale of Goods and Services	0
Grants and Contributions	11,148
Gain and Loss	0
Other Revenue	0
Investment Income	166
<b>Expenses</b>	-82,529
Recurrent Expenses	-82,529
Employee Related	-48,685
Operating Expenses	-33,844
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	31,380
<b>Balance Carried Forward</b>	31,380

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 (\$)
<b>Base Total</b>	430,551
Base Per Capita	5,655
Base Location	11,258
Other Base	413,638
<b>Equity Total</b>	16,317
Equity Aboriginal	708
Equity Socio economic	4,175
Equity Language	0
Equity Disability	11,434
<b>Targeted Total</b>	0
<b>Other Total</b>	2,952
<b>Grand Total</b>	449,821

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.

At Central Tilba Public School in 2017, six children in Year 3 and ten children in Year 5 completed the NAPLAN assessments. As the number of students in year cohort is small, their results cannot be directly reported upon. It should be noted however, that all students completing NAPLAN assessments in 2017 were above minimum standards.

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.>

## Policy requirements

### Aboriginal education

During 2017 the significance of our Aboriginal heritage was demonstrated through:

- the flying of the Australian and Aboriginal flags on the school's flagpoles;
- the singing of the National Anthem at assemblies using an Aboriginal-based backing soundtrack;
- the Acknowledgement of Country at the beginning of all major school events, assemblies and presentations;
- ensuring that an Aboriginal perspective is included in Key Learning Areas
- special events organised with Aboriginal focus

### Multicultural and anti-racism education

All children from years 3–6 participated in the state-wide Multicultural Perspectives Public Speaking Competition where they studied, wrote and delivered speeches relating to issues in Multicultural Australia. From this, children were then chosen to represent their school at the District level.