

Tirranna Public School

Annual Report



3222

Introduction

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

Ross Copland

Principal

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Message from the Principal

2017 saw a steady growth in the student population and the continuation and introduction of excellent programs at Tirranna Public School.

The MultiLit program was again utilised with the continuation of children already involved and the inclusion of new student to the school. Community members were again involved as volunteer tutors.

The Positive Behaviour for Learning committee continued to meet regularly. PBL was successfully introduced with all stake holders in the community gaining an awareness of the program and engaging in it. A review of the program was undertaken at the conclusion of 2017.

The Tirranna school community were frequently involved with other learning networks throughout the year. The Tablelands Rural Educational Community (TREC) collaborated on numerous occasions for educational, sporting, cultural and professional learning experiences. As well the students and staff joined the Goulburn Community of Public schools network for educational, music, sporting, cultural, STEM and collegial events.

Message from the school community

Tirranna P&C continues to work towards fostering a cooperative school community focused on supporting Tirranna Public School in its goals for our childrens' education and well-being. The P&C's stated objectives are:

- Promoting the interests of the school by bringing parents and carers, friends and associates of the school, students and school staff into close cooperation;
- Assisting with the purchase and provision of equipment and other resources needed by the school; and
- Assisting with the development of school policy.

The P&C continues to organise fundraisers and other events that will bring the school community together towards our common objectives.

The P&C's fundraising schedule for 2017 included:

- Gate duty at the annual Goulburn Rodeo in February
- A chocolate drive run over several months
- Presentation night raffle

We were pleased to contribute funds towards a number of important expenses that benefit the students, such as:

- Ongoing music tuition,

- Annual Learn to Swim program,
- Book prizes / awards to each student at end of year,
- Contributions towards bus costs for excursions, and
- New playground equipment

In addition the P&C again supported Tirranna School team members in the Cancer Council Relay for Life fundraiser with a donation, as well as contributing towards gifts acknowledging special occasions.

The P&C were also consulted and involved in the development of the School's 2018 – 2020 Strategic Plan.

All of this was done through the efforts of a small, dedicated committee, and with the help of the very supportive staff at Tirranna Public School. The struggle to get more parents to join meetings and to volunteer at fundraising activities has been addressed through parent surveys and speeches and networking at school events.

Mrs Susan Mills

Secretary 2018

School background

School vision statement

Tirranna Public School aims to provide our students with an environment that is safe and caring and that implements a broad range of opportunities for relevant student engagement and maximised student outcomes. This will enable them to become lifelong learners who are responsible, respectful and successful citizens.

School context

Tirranna Public School is a small school that is located near Goulburn and is strongly supported by the local community with a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS) as well as working closely with the other small schools in the Tablelands Rural Education Community (TREC).

It is a school that is an important part of the local community because of its long history and educational context. There are 14 K–6 children from 11 families. The school has a Family Occupation and Educational Index of 101 which indicates medium levels of socio-economic disadvantage.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all the students.

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.

The school continued to adopt the recommendations highlighted through the External Validation process undertaken in 2016. This required the employment of additional Learning and Support teacher allocation. This allocation provided for the introduction of student centred learning goals for Writing. The expansion of these goals to reading, comprehension and numeracy has been included in the 2018–2020 strategic plan.

As a member of the Tablelands Rural Education Community (TREC) the school has developed and strengthened consistent teacher judgement strategies. It has also fostered collegial and student partnerships and is also looking to further develop and expand these within the new planning cycle.

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

Develop consistent, high quality educational practices and student achievement in Literacy and Numeracy

Purpose

To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching process in the areas of reading, writing, talking and listening and in all areas of mathematics.

Increase the percentage of students in the top two NAPLAN bands by 8% by 2019.

So that students are successful and engaged citizens who can understand their world.

Overall summary of progress

Our school-wide focus of affective tracking of the children's progress against the Literacy and Numeracy continuums has continued in 2017. This involved the continual manipulation and adjustment of the Data Wall displayed in the Learning and Support room. This information was then transferred to the PLAN data. The MultiLit program continued with new children becoming involved. Individual learning programs continued for children in the K-2 Stages of the school requiring assistance with Literacy and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through analysis of student outcomes data, it is apparent that the school has affective development and understanding of the Literacy and Numeracy continuums.	\$1652	Continued use whole school Data Wall for both Literacy and Numeracy continuums. Continuing of the MultiLit program. Extension of LAST allocation.
Staff have a greater understanding of their students and subject matter as measured against the Australian Institute for Teaching and School Leadership standards	\$1652	Students assessed and tracked using the PLAN data K-6. Extension of LAST allocation.
All students Years Three to Five and Years Five to Seven achieve equal to or greater than the state average growth in NAPLAN testing.	School's Learning and Support Teacher allocation 0.1 FTE	Children benchmarked and assessed in Literacy and Numeracy. The introduction of processes for Consistent Teacher Judgement across the learning Network through combined staff professional learning. Combined network student learning days. Extension of LAST allocation.

Next Steps

The school is continuing with the development of Personal Learning goals for the Reading, Comprehension aspects in literacy and for numeracy. These will be aligned with the Learning progressions which are due to be published mid 2018.

The MultiLit program will continue to run in the school with the allocation of necessary funding to enable this.

These measures are put in place with the school achieving the Premier's target of at least 8% growth for all students.

Strategic Direction 2

Ensure Wellbeing for all students and staff in the school

Purpose

Ensure quality welfare practices are evident so that all members of our learning community feel safe, acknowledged and rewarded through a common understanding.

To continue to develop and improve culture of the school and create a positive learning environment.

Overall summary of progress

The Positive Behaviour for Learning program was successfully introduced and launched during Term 1. The Self Assessment Tool survey (SET) was conducted prior to the introduction of the program and again at the end of the year. The data showed a considerable reduction in major and minor incidents across the year. The committee formulated appropriate 'Fortnightly Focuses' and these were assigned and evaluated regularly.

The school to home behaviour communication documents were further aligned to the Expectations (Respect, Responsibility and Pride), through consultation with the PBL Coach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community understands, acknowledges and is engaged with the expectations of the Positive Behaviour for Learning program.		Introduction of the program to the whole school community Further fostering of the partnership with Wakefield Park raceway. SET conducted by PBL coach pre introduction and at end of the year.
All student behaviours reflect the Positive Behaviour for Learning program expectations of Respect, Responsibility and Pride.	\$1500	Purchased signage for the entry to the school and to display on the buildings displaying the school's expectations.

Next Steps

The PBL program will continue to form a major part of the school's culture. There has been a slight alteration to the order of acknowledgements and the fortnightly focusses have also been evaluated and revised according to the current needs of the school.

The school is looking to purchase new signs for the front of the school that display the school's expectations.

Lessons will be taught around each focus area so the children are aware of the expectation and relevance of each focus.

As there has been a slight change in the staffing at the school, the make up of the PBL committee may need to alter in order to adequately meet the needs of the stake holders within the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$2848	<p>The continuation of the MultiLit program required extra allocation of Learning and Support time for assessment and overseeing.</p> <p>The Learning and Support Teacher was also responsible for the development of programs to assist children's needs in K–2.</p>
Quality Teaching, Successful Students (QTSS)	\$900	<p>Through the allocation of 0.01 QTSS the school increased the classroom teacher FTE to support the school focus area of Literacy.</p> <p>This amounted to 1 day per semester.</p>
Socio–economic background	\$1000 \$1100 \$400	<p>This funding has been used to subsidise student involvement in sporting, music and cultural events.</p> <p>Our children have combined with children from both the TREC network and the other Goulburn schools for many learning activities. The school subsidised the hire of buses to these events.</p> <p>The school subsidised a portion of the Sport and Recreation camp for the 3–6 students who attended and resourced teaching staff for the remaining K–2 students.</p> <p>As part of the school's involvement in the Premier's Sporting Challenge and ongoing fitness programs, funding was used to subsidise a portion of hiring a specialist fitness trainer who attended the school on a weekly basis.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	11	10	6
Girls	9	7	6	6

The school's enrolment at the commencement of 2017 was 14 students. By the end of the year it had increased to 18 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.9	87.9	94.3	92.5
1	83.4	97.8	100	100
2	94.8	83.5	100	89.2
3	89.1	93.6	90.8	100
4	95.3	90.7	93.3	91.4
5	94.6	96.2	87.1	88.6
6	96.9	93.4	93.9	
All Years	93	91.9	93.7	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	
All Years	94.8	94	94	94

Management of non-attendance

Through our school's newsletters, assemblies and at Parent/Teacher meetings, we ensure that parents view regular attendance at school as essential, if their child is to maximise his or her potential. Parents and students are regularly informed of attendance requirements. In supporting the regular attendance of students, our school provides a caring teaching and learning environment which fosters each student's sense of wellbeing and belonging to the school community. Students who meet the State expectation

of 97% attendance are acknowledged publicly. The school adopted a whole-school approach to the concern of raising attendance. This resulted in the goal of 94% for terms Three and Four being achieved. An increase of 8%.

The school maintains its attendance register (roll) reflecting the highest professional standards. The school is proactive in communicating to parents the need to explain the absences of their children from school promptly and within seven days to the school. Plans are developed to address the needs of students whose attendance is identified as being of concern, prior to referral to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
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	1.18
Other Positions	0

*Full Time Equivalent

There are no Aboriginal staff compositions in Tirranna Public School's workforce.

Teacher qualifications

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

Professional learning and teacher accreditation

All teaching staff at Tirranna Public School developed Personal Development Plans. These plans were reviewed throughout the year.

One staff member trained as a facilitator in the Writing in the Middle Years program. This staff member provided professional development of other teachers within the network in 2017.

All school staff completed the senior first aid assessment at the end of 2017 as well as completing the Code of Conduct and Child Protection in early 2018.

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	34,667
Global funds	31,194
Tied funds	4,280
School & community sources	4,290
Interest	256
Trust receipts	22,611
Canteen	0
Total Receipts	62,630
Payments	
Teaching & learning	
Key Learning Areas	2,957
Excursions	1,615
Extracurricular dissections	4,570
Library	749
Training & Development	2,497
Tied Funds Payments	8,851
Short Term Relief	940
Administration & Office	8,809
Canteen Payments	0
Utilities	1,598
Maintenance	2,237
Trust Payments	966
Capital Programs	0
Total Payments	35,788
Balance carried forward	61,509

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	105,398
Appropriation	92,225
Sale of Goods and Services	72
Grants and Contributions	12,880
Gain and Loss	0
Other Revenue	0
Investment Income	221
Expenses	-55,365
Recurrent Expenses	-55,365
Employee Related	-25,359
Operating Expenses	-30,007
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,033
Balance Carried Forward	50,033

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.

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.

	2017 Actual (\$)
Base Total	250,072
Base Per Capita	2,445
Base Location	1,600
Other Base	246,026
Equity Total	14,672
Equity Aboriginal	0
Equity Socio economic	1,540
Equity Language	0
Equity Disability	13,132
Targeted Total	0
Other Total	31,881
Grand Total	296,626

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.

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 for Tirranna Public School.

Tirranna Public School is committed to the Premier's Priorities. The initiative taken by the school community to increase attendance was introduced for all children and has resulted in a significant rise in attendance. This has resulted in the improvement of educational continuity and our Aboriginal student placing in the top two bands for all but one strand.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

This year the school sought the community's opinions regarding the first year of the initiation of the Positive Behaviour for Learning program (PBL)

The feed back from the parents was very positive. They valued the acknowledgements the children received when they reached certain levels. They also, on the whole, stated they were aware to the school's expectations of Respect Responsibility and Pride. They were happy for the PBL scheme to continue in the school and were supportive of it. This was evidenced by the excellent and positive involvement in the school's PBL launch.



Policy requirements

Aboriginal education

It was ensured that Aboriginal perspectives were included in all our class programs at Tirranna Public School.

As part of Units on Family Histories, National Parks and Australia's neighbours, the children researched and gained an understanding on the history of Australia and the links Aboriginal people have to the country and environment. The students also participated in Aboriginal perspectives workshops as part of the TREC learning network.

The leadership of the school is an active member of the local AECG that was newly formed in 2017.



Multicultural and anti-racism education

There is a broad range of cultural diversity within the school community at Tirranna Public School. As well as acknowledging this diversity, the school has embedded Multicultural and Anti-racism programs in the student learning outcomes. The school celebrated Harmony Day by combining with the other schools in the TREC network for combined presentations, craftwork and food tasting from South East Asian countries. The food was prepared on the day with assistance from Indonesian exchange teachers who were visiting at the time.

The school was also part of the Goulburn Community of Public Schools' Combined Choir that performed a diverse range of Multicultural songs.

Any minimal issues of racism were addressed by the school Principal, who retrained as the Anti-Racism Contact Officer (ARCO) during 2017.

Other school programs

Sport:

The school successfully combined with the Tablelands Rural Educational Community (TREC) consisting of Tarago, Windellama, Breadalbane and Collector Public Schools to run and participate in Swimming, Athletics and Cross Country Carnivals. From these carnivals some individuals went on to represent the Small Schools at the Goulburn District Carnivals. Students also participated in district and regional trials for various team sports.

Tirranna Public School participated in Gala Days for Cricket and Rugby Viva 7's. The children combine with other children from the TREC Network to enter teams. This allows for the development of relationships between the children from the other schools.

The school was visited by specialist coaches for both Tennis and Cricket. These sessions proved to be very successful and valuable for the students.

Creative Arts:

The Music program involving the association with the Goulburn Conservatorium of Music continued in 2017. The children continued learning the Ukulele as well as investigating percussion instruments. The school children were tutored by Miss Keva Abotomey.

Children from Tirranna participated in the Goulburn Community of Public Schools' (GCoPS) concerts by being part of the combined choir.

Some children also take the opportunity to learn other instruments through tuition from the Conservatorium of Music. In 2017 children were learning to play bass and acoustic guitars and piano as part of these private lessons scheduled during school hours.

Science:

The school continued its journey in the STEM (Science Technology Engineering and Mathematics) program by involvement in the GCoPS STEM initiative for Stage 2 children. This proved to be very successful with some students moving on to the finals.