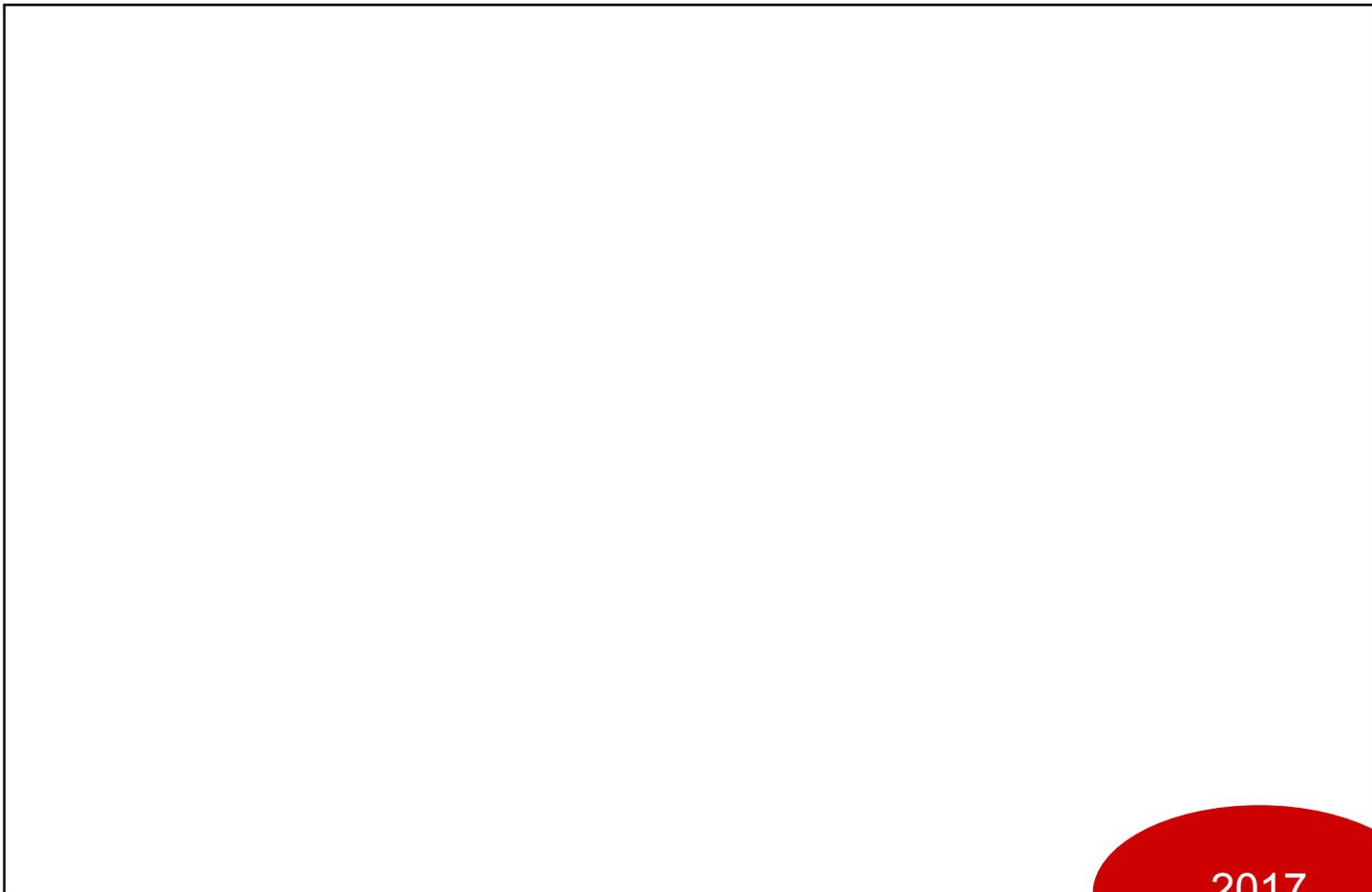
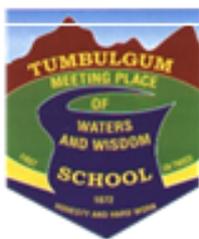


# Tumbulgum Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Tumbulgum Public School as an account of the school's operations and achievements throughout the year.

2017 marks the final year in a three year cycle of school planning and the first year in my time as the permanent principal in the school, after relieving in the role in 2016. This report provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in that 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.

In a year filled with testing situations, the community banded together and the school emerged stronger than before.

Jenni McKeon

Principal

### School contact details

Tumbulgum Public School

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## School background

### School vision statement

Our vision at Tumbulgum Public School is to empower students to be successful learners, who care about others and the world.

Tumbulgum Public School provides the skills and knowledge to ready children for their lives beyond primary school.

Educational programs with a strong literacy and numeracy focus cater to individual students' learning needs.

A caring, friendly environment nurtures children's social and emotional development.

There is a strong emphasis on values, especially showing respect, having resilience, including others, nurturing and caring, and engaging in learning..

### School context

Tumbulgum Public School is a vibrant, happy small school approximately 10km from Murwillumbah.

The school has had an unstable population, but begins 2018 with 28 students in 2 multi-stage classes.

The community deeply appreciates the values taught at the school and the caring, cooperative environment.

Literacy and numeracy are valued by the community, but educating the whole child through technology, sport, creative arts, excursions and effective behaviour management are also seen as important.

The parent body is very supportive of the school and makes valuable contributions to school life. The school is also embraced by the local community with strong links to local businesses and residents.

The school is a member of the S8 Collegiate, a group of 8 small schools, which work collaboratively to support each other in delivering quality educational experiences. Students are involved with transition to high school programs through Murwillumbah High School. Tumbulgum Public School also works with the Tweed Small Schools collegiate.

## 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 school made gains on last year's findings, moving most of our findings to sustaining and growing or excelling. This was largely due to stronger collaboration with caregivers; high expectations; more clearly articulated differentiation of curriculum; better analysis of assessment data; and excellent value-added results for students, especially in literacy and numeracy.

The teaching domain was also improved, with Effective Classroom Practice excelling due to a whole-school approach with explicit teaching; timely, effective feedback; and consistent positive behaviour management.

Leadership could be described as excelling, with the establishment of a strong collaborative learning community with the S8 group of schools; responsiveness to equity issues within the school; community use of facilities (especially Possum's Preschool who were relocated to Tumbulgum Public School from their home in Condong for terms 2, 3 and 4); excellent availability of technology to support learning; and the adoption of the Department's new computer-based administrative systems. The area of school planning, implementation and reporting rated as delivering, mostly due to the change in staff at the school in the previous year. The beginning of a new planning cycle in 2018 provides a fresh start for the new staff at the school.

Our self-assessment process will assist the school to develop our new 2018–2020 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

### Personalised Learning

#### Purpose

Teachers encourage the development of student ownership of learning through negotiated goal setting and celebration of student success. To provide opportunities for all students to take responsibility and excel with their learning in core academic subjects.

Ongoing development of positive and respectful teaching and learning environments featuring intrinsic student motivation.

Further development of our inclusive culture where school experiences support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

#### Overall summary of progress

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 75% positive responses to appropriate questions on Student/Parent survey.		
Students achieve expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data.		

#### Next Steps

## Strategic Direction 2

Collaborative & Professional Staff

### Purpose

Planned teacher evaluations of core academic subjects using internal & external student data utilised to engage the school community in the teaching learning cycle.

To provide opportunities for teachers to develop professional partnerships with "like" schools to ensure consistency of teacher judgement and consistency of curriculum.

Teachers utilise a range of effective 21st Century assessment practices to help monitor student learning progress.

Teachers' ongoing involvement with planned professional learning experiences will be based on evidence based research that improves their performance and development.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Identifiable growth in pre and post "coding" of selected QT elements in teaching practice & assessment tasks		
NAPLAN/PLANdata		

### Next Steps

### Strategic Direction 3

#### Active & Resilient Community Partnerships

#### Purpose

Build capacity for leadership development of all staff.

Create greater opportunities to strengthen parental engagement through face to face and digital experiences.

To create effective management systems to maximise the impact of the school's vision and strategic direction.

Effective monitoring, evaluation and review processes of strategic directions with key stake holders.

#### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Attendance data.		
Year 7 and 9 NAPLAN data and other relevant evidence.		

#### Next Steps

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		
<b>Low level adjustment for disability</b>		
<b>Socio-economic background</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	14	14	10
Girls	23	15	14	12

The 2017 school year saw numbers fluctuate between 20 and 26. This dip in enrolment numbers can be attributed to unsettled permanent staffing. With the appointment of a permanent principal in 2017, the trend has been reversed in 2018, with 35 students enrolled.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	94.7	96.6	95
1	96.8	97	96.6	94.1
2	95.4	96.8	95.3	97.2
3	95.3	97.2	98.5	91
4	94	95.4	98.2	
5	90.2	94.4	98.9	94.3
6	85.3	94.2	92.7	97.8
All Years	94.4	95.7	96.3	94.6
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	
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 expectations and requirements are publicised regularly in the newsletter and in the school information booklet. The school maintains close ties to the school community and discusses issues personally if required.

### Class sizes

Class	Total
K-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)	0.15
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	0.7
Other Positions	0

\*Full Time Equivalent

The school does not employ any Aboriginal staff. An extra teacher was employed in order to keep students in two classes to better cater to literacy and numeracy learning needs.

### 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	50

### Professional learning and teacher accreditation

All teachers are accredited at the

## 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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

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>	85,307
Appropriation	79,346
Sale of Goods and Services	0
Grants and Contributions	5,912
Gain and Loss	0
Other Revenue	0
Investment Income	49
<b>Expenses</b>	-34,144
Recurrent Expenses	-34,144
Employee Related	-23,458
Operating Expenses	-10,686
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	51,163
<b>Balance Carried Forward</b>	51,163

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### 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>	278,128
Base Per Capita	4,279
Base Location	0
Other Base	273,849
<b>Equity Total</b>	30,898
Equity Aboriginal	4,277
Equity Socio economic	13,750
Equity Language	0
Equity Disability	12,871
<b>Targeted Total</b>	20,420
<b>Other Total</b>	4,374
<b>Grand Total</b>	333,819

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.

<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.