

# Table Top Public School Annual Report



2017



3534

## Introduction

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

Andrew McEachern

Principal

### School contact details

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## School background

### School vision statement

Our school strives to deliver equity and excellence in education, giving our students every chance to become successful learners, confident and creative individuals, and active and informed citizens.

As an important sector of the community we strive to:

- inspire students;
- develop students and the wider school community to have a passion for learning;
- support students to achieve personal success in all their endeavours; and
- for our students to become engaged citizens who act with integrity.

### School context

Table Top Public School, in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality to equip our students for the future.

Table Top Public School is a small school located 15km north of Albury next to the Hume Freeway. The school has been in operation for over 130 years and has an extensive history with the local communities.

Today, the school continues to serve families from Table Top and the surrounding area. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students.

The school structure consists of three multi-grade classes. Permanent staff consists of Principal, two teachers, and the School Administration Manager. Part time staff consists of a Temporary Teacher, a School Administration Officer, a General Assistant, a School Chaplain and five School Learning Support Officers.

The school reflects student-centred learning and emphasises programs based on individual student need and the development of the whole child.

The school is well resourced and has a beautiful, family atmosphere. With committed neighbourhood spirit, the school works closely, professionally and strategically, in partnership with nearby small schools in the Gerogery, Mullengandra and Table Top Network (GMITT), and the larger Northern Spirits Learning Community Network (NSLC) to ensure outstanding academic and social opportunity for all 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.

#### Learning

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly and consistently applied across the school.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill, and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

The school analyses internal and external assessment data to monitor and report on student and school performance.

Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews, as well as opportunities to discuss this progress.

The school identifies growth targets for individual students, using internal progress and achievement data.

## **Teaching**

Teachers regularly use student progress and achievement data to inform lesson planning.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation, and use of student progress and achievement data.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice, and plan for and monitor their own professional development to improve their performance.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## **Leading**

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.

Administrative practices and systems effectively support school operations and teaching.

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

### Student Learning and Engagement

#### Purpose

To provide student learning experiences which are engaging and meaningful. Through these experiences, students have the capacity to be active, informed, resilient and creative citizens who foster a life-long love of learning.

#### Overall summary of progress

PLAN software is used to track Reading Texts, Comprehension and Numeracy for all students on the Literacy and Numeracy Continuums K-6. Data indicates a positive progression of learning for all students.

Students with specific learning needs have been identified through analysis of school data, enabling teachers to provide differentiated learning programs to improve learning outcomes. The MiniLit and MultiLit reading programs, and a whole school focus on the introduction of the Visible Learning practices of Learning Intentions and Success Criteria, have helped students struggling with reading to strengthen and successfully build upon their reading skills.

Teachers work as a team during staff and other meetings to develop learning strategies and programs to improve student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students show expected growth in literacy and numeracy.	\$2000 Professional learning funds  Low level adjustment for disability  \$1200 Global funds	Specialised learning programs, L3, MiniLit and MultiLit, and a whole staff focus on differentiated and Visible Learning, have been strengthened to improve student-learning outcomes.  Student growth is tracked on the Literacy and Numeracy continuums. Teachers monitor the progress of their students along the continuums through the guided use of PLAN software.  80% of students have shown expected growth.
80% students are willingly and actively involved in their learning.	\$2300 Professional learning funds  \$1000 Global funds	Teachers employ a variety of pedagogical practices across the curriculum, to ensure students are further engaged in the learning process.  Differentiation of learning programs catering for student need is evident in learning activities and educational programming.

#### Next Steps

- Continue whole school focus on Visible Learning, which will involve intensive and ongoing teacher professional learning.
- Strengthen student ability across the stages, to critically reflect upon learning experiences, facilitated by teachers introducing the Visible Learning teaching strategies of Learning Intentions and Success Criteria.
- Ensure staff meetings focus on student learning, data analysis, professional readings and teacher professional learning.
- Introduce SMART Spelling phonological skill building program, and utilise the support and expertise of speech therapists and other learning professionals.

## Strategic Direction 2

Wellbeing, Culture and Values

### Purpose

In a safe and positive learning environment, students, staff and the community will share and uphold a value of respect, responsibility and empathy. It will promote wellbeing, and the resilience required to develop as global citizens, in harmony with the Melbourne Declaration.

### Overall summary of progress

Students have been provided opportunities to develop their leadership skills, and understandings of respect, responsibility and empathy through student leadership programs, including Year Six Student Leaders, the Peer Support Program, Student Representative Council and the Kindergarten Buddy initiative. These programs and strategies have allowed all students, particularly the younger students, to see and experience positive student leadership in action.

Playground, class behaviour, and other welfare data, is tracked using an online program accessible to all relevant staff and routinely analysed at staff meetings, allowing for consistency across the teaching body when addressing student welfare and behavioural issues.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 90% of students demonstrate resilience, respect and positive behaviour.	\$1000 Global funds	<p>Students from all stages have been given the opportunity to become involved in leadership programs including Year Six Student Leaders, the Peer Support Program, Student Representative Council and the Kindergarten Buddy initiative, which has allowed students to learn and demonstrate responsibility, respect and empathy in the classroom and playground.</p> <p>There has been a reduction of inappropriate playground behaviour incidents noted in the analysis of student welfare data, which includes the online Behaviour Record document and school suspension records.</p> <p>Year 4/5/6 students participated in the Tell Them From Me surveys.</p>

### Next Steps

- Provide specific and ongoing leadership training and support, strengthening student leadership potential.
- Build well-being, culture and values through the Creative and Performing Arts.
- Introduce the Bounce Back social welfare program on a weekly basis, delivered by teachers to ensure a consistent and high quality delivery.
- Review school welfare practices, policies and processes.
- Engage in the Tell Them From Me surveys.

## Strategic Direction 3

### Quality Teaching and Learning

#### Purpose

To engage excellent well informed teachers who develop quality learning environments which are relevant to the outcomes for each student.

#### Overall summary of progress

100% of teaching staff have undertaken extensive and ongoing professional learning on Visible Learning strategies, curriculum delivery and classroom practice, and routinely collaborated in Learning and Support meetings and other staff meetings, to develop learning strategies to support their professional development to improve the learning potential for all students.

Teachers have a Professional Development Plan in place and have demonstrated proficiency against the Teaching Standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers are involved in professional learning focusing on Visible Learning and understanding the teacher standards.	\$2000 Professional learning funds \$2000 Global budget 0.02 QTSS funding	All teaching staff attended intensive Visible Learning professional learning conferences and became immersed in online and other evidence-based training, allowing consistency of focus across the school in the delivery of excellence in teaching and learning.  All teaching staff have Professional Development Plans in place with goals aligning to the School Plan, the School Excellence Framework and the Australian Teaching Standards.

#### Next Steps

- Staff meetings to maintain a strong professional learning focus, where professional readings, Visible Learning strategies, and other relevant teacher professional learning opportunities are embedded.
- Staff to build upon a strong culture of professional trust, through peer observation, feedback and rich dialogue during the Professional Development Plan process.
- Further professional training with Visible Learning, and associated evidence-based and explicit teaching strategies, is sought and undertaken.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	School Budget Allocation (SBAR): Aboriginal background equity loading: \$4265	<p>Personalised Learning Plans are in place for Aboriginal students, which are monitored and updated at regular intervals throughout the year.</p> <p>Aboriginal student progress is tracked at five week intervals using the Literacy and Numeracy Continuums.</p>
<b>Low level adjustment for disability</b>	School Budget Allocation (SBAR): Low Level Adjustment for Disability equity loading: \$28385	<p>Provision of ongoing classroom support for students with additional needs who do not meet the thresholds for individual funding.</p> <p>MiniLit and MultiLit reading programs to strengthen the reading skills of targeted students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.051 staffing allocation	Staff and principal released for peer–teacher observations, learning program development, professional learning and PDP discussions.
<b>Socio–economic background</b>	School Budget Allocation (SBAR): Socio–economic Background equity loading: \$5141	Ensuring all students, regardless of economic circumstance, have access to a wide range of educational experiences, including excursions.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	28	32	42	36
Girls	32	32	26	27

Student enrolments remain steady with three classes across Years K–6.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	91.5	96	95
1	95.2	92.6	95.8	94
2	93.7	94.2	92.2	94.1
3	93.9	94.7	94.3	93.9
4	92.1	93.9	94.8	94.8
5	89.1	92.6	95.4	94.7
6	95	94.1	95.8	97.1
All Years	93.5	93.2	95	94.7
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

### Management of non-attendance

Table Top Public School is proactive in managing non-attendance. Non-attendance is followed up with parents by notification letter, telephone or interview. In consultation with the Home School Liaison Officer, students at risk are identified, and may require meetings with parents to discuss ways to support improved attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.35
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.42
Other Positions	0

\*Full Time Equivalent

There are no Aboriginal staff members.

### 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

Table Top Public School expended \$5811 on teacher and School Administration Staff professional learning in 2017. The bulk of these funds were used to employ casual staff to replace teachers while they attended professional learning courses.

Funds were used for ongoing professional development of quality teaching in the classroom, leadership, career development, and welfare and equity, to build the capacity of staff and achieve the school strategic directions.

Professional learning undertaken by all teaching and non-teaching staff included courses and Staff Development Days:

- Mandatory departmental training requirements
- Curriculum
- Creative and Performing Arts

Additional Professional learning undertaken by staff included:

- Leadership
- Individual Learning Plans
- Visible Learning
- Technology
- LMBR

With current research indicating that teacher quality is the single largest indicator of student success, teacher professional learning will continue to be an important focus area for Table Top Public School.

All teaching staff are accredited as Proficient against the Australian Professional Standards for Teachers.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>54,171</b>
Global funds	46,925
Tied funds	52,670
School & community sources	12,144
Interest	514
Trust receipts	17,536
Canteen	0
<b>Total Receipts</b>	<b>129,790</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	9,431
Excursions	1,357
Extracurricular dissections	1,491
Library	294
Training & Development	3,801
Tied Funds Payments	62,569
Short Term Relief	2,802
Administration & Office	12,675
Canteen Payments	0
Utilities	5,774
Maintenance	3,149
Trust Payments	17,277
Capital Programs	0
<b>Total Payments</b>	<b>120,618</b>
<b>Balance carried forward</b>	<b>63,342</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>	187,223
Appropriation	153,035
Sale of Goods and Services	0
Grants and Contributions	33,981
Gain and Loss	0
Other Revenue	0
Investment Income	207
<b>Expenses</b>	-159,483
Recurrent Expenses	-159,483
Employee Related	-98,675
Operating Expenses	-60,808
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	27,740
<b>Balance Carried Forward</b>	27,740

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>	588,611
Base Per Capita	10,392
Base Location	1,837
Other Base	576,382
<b>Equity Total</b>	37,791
Equity Aboriginal	4,265
Equity Socio economic	5,141
Equity Language	0
Equity Disability	28,385
<b>Targeted Total</b>	79,390
<b>Other Total</b>	6,983
<b>Grand Total</b>	712,776

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.

As there are fewer than ten students in each cohort, graphs for each of this year's National Assessment Program – Literacy (NAPLAN) results cannot be displayed due to the privacy and personal information policy.

As there are fewer than ten students in each cohort, graphs for each of this year's National Assessment Program – Numeracy (NAPLAN) results cannot be displayed due to the privacy and personal information policy.

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.

*Premier's Priorities: Improving education results :*

- **Reading:** 36% of Year 3 and Year 5 students in top two NAPLAN bands
- **Numeracy:** 27% of Year 3 and Year 5 students in top two NAPLAN bands

discrimination is acceptable, such as discrimination based on religion, age, race, or gender.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and teachers about the school. Parents, students and staff were surveyed about their thoughts on Table Top Public School.

### Parent responses indicated:

- parents feel welcome at our school;
- parents recognise the school promotes positive behaviours; and
- parents support student learning initiatives, eg Visible Learning.

### Student responses indicated:

- students feel a positive sense of belonging;
- students have developed positive relationships with teachers and their peers; and
- students are interested and motivated in what they are learning.

### Staff responses indicated:

- professional learning is valued and supported by school leadership;
- staff recognise the value of Professional Learning Plans; and
- staff wellbeing is valued and supported.

## Policy requirements

### Aboriginal education

Aboriginal Education policy outcomes and perspectives are incorporated through inclusion in teaching and learning programs. Students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people.

Traditional Acknowledgement of Country continues to be an important feature of all school assemblies and school events.

In partnership with stakeholders, Aboriginal students have developed Personalised Educational Learning Pathways.

### Multicultural and anti-racism education

The school promotes a culturally inclusive learning environment, which aims to develop an understanding of cultural, linguistic and religious differences. The school provides integrated programs of learning, giving students the opportunity to focus on multicultural perspectives. Students are taught that no form of