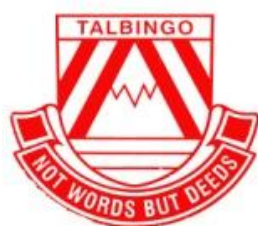


Talbingo Public School Annual Report



2017



4374

Introduction

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

Raylee Levey

Principal

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Message from the Principal

Talbingo Public school is a small, isolated school located in the Snowy Mountains area. The school was established in 1965 along with the village of Talbingo as part of the Snowy Mountains Hydro-electric Scheme.

The village is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park.

The school strives to ensure that all students regardless of ability have the opportunity to reach their personal best: provides dynamic learning programs that focus on the individual to maximize student outcomes, and provides relevant up-to-date courses with an emphasis on literacy, numeracy, technology and environmental education.

Two thousand and seventeen has been a very successful year for our small school. Talbingo students have again achieved good results in the academic area and on the sporting field.

Parents, Staff and Community continue to work together, demonstrating commitment to improving the learning outcomes for all students, as well as ensuring our school grounds are maintained to the highest of standards.

School background

School vision statement

We believe that by working in partnership within and beyond the school in a strategic and purposeful way, we will inspire and develop confident, creative and innovative individuals, critical thinkers and problem solvers, and engaged learners, leaders and responsible and productive citizens. Our legacy will be building the capacity of our community for a better future.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are 6 families with a total of 9 students enrolled for 2017.

The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K–12. This is achieved through shared values and aligned K–12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

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.

Talbingo Public School consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Our curriculum delivery is enhanced by the learning alliances with our ALPSS (Alpine Learning Partnership Small Schools) community of schools. We are developing a systematic approach to policies, programs and processes to identify and address student learning needs.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices however they feel this is an area they would like further professional development in to ensure consistent implementation of more explicit processes to collect, analyse and report internal and external student and school performance.

Talbingo Public School community use succession planning, leadership development and workforce planning to drive whole-school improvement. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

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

To create 21st Century learners

Purpose

Development and implementation of quality curriculum personalised learning and innovative practices for 21C learners.

Overall summary of progress

In 2017 the ALPSS community of schools introduced the Scope and Sequence for integrated learning based on Pirozzo planning and the NSW BOS syllabus (K–6). All Teachers were strongly in favour of programming in this way and are working to share units across the schools. Also 2017 saw improved teacher practise tracking students on the learning continuum in Literacy and Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Using high expectations, increase achievement by a minimum of two clusters on the Literacy and Numeracy continuums for all students. As per Premier's Priorities increase Naplan achievement so that 80% of students in years 3 and 5 achieve in the top two bands.	<ul style="list-style-type: none">• Low level adjustment for disability (\$10922.00)	The ALPSS community of schools Scope & Sequence and Pirozzo integrated units were fully utilised across the schools in 2017 with growing success. Early Action for Success proved unsatisfactory due to the inconsistent personnel, geographical locations and inexperience of instructional leaders. 2017 saw a growth in both Literacy and Numeracy for most students due to the increasing understanding of teachers around the continuum including professional discussions across the ALPSS community of teachers.

Next Steps

The ALPSS network of schools will continue to develop and implement Pirozzo units however after consultation with the director it was decided to incorporate "integrated based learning" aligned with these Pirozzo strategies that we have found to be beneficial in our multi-stage classrooms. We will also work to make our units more locally based.

As an Early Action for Success school we will continue to work with our Instructional Leader to build teacher capacity around data, L3 and Focus on Reading practices.

Strategic Direction 2

Developing staff innovation by connecting leaders and learners.

Purpose

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and to make strong connections within the ALPSS Network and beyond.

Overall summary of progress

Talbingo Public School staff have continued to build strong links with our local Alpine Learning Partnership Small Schools (ALPSS) community of schools. This network has been instrumental in providing needs based training and support across our small schools for Principals and Teachers. In 2017 we also provided days for our SASS staff to meet and train together. LMBR was successfully implemented at Talbingo Public School however many of the other software programs like MyPL and Scout are continually changing making it difficult for staff to feel confident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff develop professional learning goals linked to the National Standards, Performance and Development Framework	Socio-economic background (\$3000.00)	All staff have growing confidence in the use of departmental LMBR processes. The upskilling of staff at ALPSS network meetings has proved effective in shared learning experiences. Principals continue to navigate the MyPL software with limited success. Staff are continuing to develop their knowledge and skills of syllabus content and teaching practices and are becoming more familiar with evidence based teaching strategies. Evidence of shared Pirozzo units in teaching practices are seen in ALPSS schools.
100% of staff satisfactory complete the National Standards, Performance and Development Framework process each year.		ALPSS additional teachers have been provided professional development in Teaching Standards in Action in a group forum, supported by DOE personnel, that allows for professional dialogue. Unfortunately due to staffing issues our school was unable to participate.

Next Steps

The ALPSS community of schools continues to be an integral part of training and support for all staff attending these schools; both teaching and SASS. We will continue to offer LMBR, Teaching Standards in Action, Pirozzo professional learning to our staff as it becomes available along with other learning in line with future PDP's, the new 2018 school plan and the excellence framework.

Strategic Direction 3

Creating a positive, sustainable and respectful community culture.

Purpose

To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.

Overall summary of progress

Talbingo Public School continues to build on its commitment for greater community involvement. 2017 saw the Read to 3 program before school happen in both term one and four with the same lovely older community ladies and a number of parents became involved as well. The garden continues to flourish with the aide of one dedicated mum, the students and a couple of community members. Parents were well represented at both swimming and athletic carnivals and Presentation Morning was a huge community success.

The Student welfare policy was implemented by all ALPSS schools, leading to greater student voice, leadership and consultation. Skiing, Khancoban camp and the senior excursion all went ahead and we added a daily excursion to Yarrongobilly Caves and Adelong Gold Fields directly linked to our local area and pirozzo units. We took a small contingent of 13 students to participate in the Schools Spectacular Choir this year that proved both enjoyable and educational for all involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of parents will work collaboratively and participate in school family partnerships.		All Parents attend formal school functions like presentation morning and are willing to transport students to local ALPSSS carnivals and excursions. Due to involving parents in the gardening lessons they are now more willing to attend other school functions and contribute to future planning discussions..
After the development and implementation of the student welfare policy, student voice, leadership and consultation through student development and experiences will increase to 90%	Location \$6804.00	Due to small cohort and unavailability of consistent teaching staff to assist SRC this was disbanded for 2017. Students were consulted in what they would like to see in Talbingo Public School 2018. Students were asked for feedback around excursions held in 2017. They responded positively to the educational and social value of continued provision of excursions through the community of schools.

Next Steps

Talbingo School will continue to look for innovative ways of involving our parents and elder members of our small community. Read to 3 will continue, as will the student garden and cooking lessons. Whilst an excursion scope and sequence was not formalised we will continue to look for local area trips that support our curriculum. It was decided to invite Blueearth back in 2018 as it is an excellent wellbeing program. The ALPSS community of schools will continue to provide a yearly camp and the senior excursion as these provide important social and educational learning to our isolated students.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10922	Due to the unavailability of teaching staff it was decided to use this on a needs based system to support the Early Action for Success program. Staff were released to attend training and for professional dialogue around student achievement. It also supported the introduction of L3 practices.
Quality Teaching, Successful Students (QTSS)	\$711	This funding was used toward professional development of staff.
Socio-economic background	\$10157	Funding was used to employ extra teaching staff allowing team teaching and targeted individual instruction. Students achieved the Premier's target of twelve months growth for twelve months learning in reading and comprehension.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	4	4	5
Girls	9	4	5	2

Eight students are currently enrolled at the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	85.8	95.7	67.2
1	91.8		86.7	91.4
2	97.8	97.8		89.6
3	97.6	89	90.3	
4		90.7	98.9	90.3
5	98.4		94.6	83.9
6	98.9	87.9		86
All Years	97.1	89.4	92.2	83.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94		94
3	95	94.1	94.2	
4		94	93.9	93.9
5	94.8		93.9	93.8
6	94.2	93.5		93.3
All Years	94.8	94	94.1	93.9

Management of non-attendance

An updated attendance policy for Talbingo School was formulated and is under continued review.

To help ensure attendance our SLSO was employed to walk young students to and from school.

Class sizes

Class	Total
K-6	8

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
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	0.98
Other Positions	0

*Full Time Equivalent

There are no Indigenous employees on staff.

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

The school received \$4632 for Training and Development in 2017. Staff participated in the following:

- LMBR
- ALPSS meeting and training days
- PWT meeting and training days
- Mandatory training for Principals
- PWT small schools conference
- Wagga Wagga Start UP and PPA conferences
- Pirozzo training days

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.

Due to the uncertainty around the introduction of LMBR, the new financial system and the inability to access a budget the school was reluctant to outlay high expenses. This resulted in a high roll over into 2018. These funds however are targeted for future programs.

Receipts	\$
Balance brought forward	60,486
Global funds	37,120
Tied funds	3,719
School & community sources	1,972
Interest	453
Trust receipts	766
Canteen	0
Total Receipts	44,030
Payments	
Teaching & learning	
Key Learning Areas	3,732
Excursions	0
Extracurricular dissections	6,117
Library	112
Training & Development	0
Tied Funds Payments	1,091
Short Term Relief	213
Administration & Office	4,264
Canteen Payments	0
Utilities	5,269
Maintenance	1,247
Trust Payments	0
Capital Programs	9,268
Total Payments	31,313
Balance carried forward	73,203

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	113,200
Appropriation	107,416
Sale of Goods and Services	3,082
Grants and Contributions	2,465
Gain and Loss	0
Other Revenue	0
Investment Income	237
Expenses	-32,028
Recurrent Expenses	-32,028
Employee Related	-13,445
Operating Expenses	-18,583
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	81,172
Balance Carried Forward	81,172

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.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

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	261,559
Base Per Capita	1,375
Base Location	9,693
Other Base	250,490
Equity Total	21,080
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	10,922
Targeted Total	0
Other Total	20,839
Grand Total	303,478

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.

In 2017, one student sat the National Assessment Program tests. Therefore it is inappropriate to comment in specific areas because of privacy and personal information policies. The individual results have been discussed with the student's parents.

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.>

As there are no Aboriginal students attending Talbingo School and only one student completed NAPLAN the privacy policies make it inappropriate to comment on the Mandatory reporting requirements in accordance with the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

In 2017, the school followed the Appreciative Consultation method. The school sought the opinions of students and teachers via survey and 100% of parents responded to sms messaging.

Their responses are presented below.

Parents responded with positive comments around student learning, environment and opportunity.

Students responded with positive comments and indicated that the school gave them the best learning opportunities.

Teachers responded with positive comments indicating this as a positive, happy and collegial environment to work in and that they feel valued as a team member.

Policy requirements

Aboriginal education

at present there are no Aboriginal students in the school. Despite this we organised and attended cultural days throughout the year. An Aboriginal perspective has been programmed into all key learning areas as well.

Multicultural and anti-racism education

A Multicultural perspective and anti-racism lessons have been programmed into all key learning areas.