

Tyalla Public School Annual Report



2017



4503

Introduction

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

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Principal

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School background

School vision statement

Tyalla Public School is a safe, respectful, place of learning.

Our vision is to provide a welcoming, caring and motivating environment that encourages and provides opportunities for students to achieve their full potential.

We value:

- Respect
- Resilience
- Persistence
- Integrity
- Co-operation

We will do this by:

Acknowledging and celebrating the diversity of our students, staff and our community.

Promoting an inclusive, engaging and stimulating quality teaching and learning environment where students are encouraged to participate and achieve excellence in academic, cultural and sporting activities.

Fostering self-esteem, high expectations, personal responsibility, tolerance, life skills and respect for others.

Providing strong leadership and engaging team members that are professional, act with integrity and demonstrate excellent communication and respect for all school and community members.

Educating 21st Century students to be self-directed, lifelong learners who are productive and resilient members of the community.

Our school promotes and values partnerships between school, home and community.

School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW. We have a student population of 330 students from a wide range of family and life circumstances. The school population includes 30% Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. Our team of teachers and support staff at Tyalla recognise that the quality teaching and learning has the greatest impact on the learning outcomes of students. Our educational platform is underpinned by the Quality Teaching Framework as the core focus. Tyalla Public School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment.

Tyalla Public School has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

Tyalla Public School is a member of the Lighthouse Community of Schools.

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.

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. During the evaluation process, an independent panel considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated:

Learning

Learning: Learning Culture – Delivering

Learning: Wellbeing – Sustaining and Growing

Learning: Curriculum and Learning – Sustaining and Growing

Learning: Assessment and Reporting – Sustaining and Growing

Learning: Student Performance Measures – Working towards Delivering

In the domain of Learning and Strategic Direction 1 of our School Plan, our focus has been on student focused learning & engagement. Tyalla Public School prides itself on supporting students in all aspects of their learning to establish the key principles of access and equity for all learners. We continue to look at ways to actively collect and use information to support students. Our transition programs, with a particular focus on streamlining our Early Stage One intake to best support our students’ needs are constantly reviewed and refined. Tyalla Public School staff have created a supportive and collaborative learning culture within the community. The school is responding to a changing world, providing students with opportunities to engage in a range of activities, including Literacy & Numeracy, PSSA, Musical opportunities, Drumming Troupes, Vocalist Programs, Environmental Programs and Gardening club. All these opportunities have provided our students with the various means to reach their full potential as a “Whole Child”. The school’s strategic direction of high levels of student engagement and achievement is constantly addressed and reviewed. We believe at Tyalla Public School we are creating engaged successful learners who achieve their potential.

Teaching

Teaching: Effective Classroom Practice – Delivering

Teaching: Data skills and use – Sustaining and Growing

Teaching: Collaborative Practice – Sustaining and Growing

Teaching: Learning and Development – Working towards Delivering

Teaching: Professional Standards – Working towards Delivering

In the domain of Teaching and Strategic Direction 2 of our School Plan, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. In the domain of Teaching, our focus has been to embed and sustain school practices through Quality Teaching, where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum. Our Stage Leaders and Instructional Leader work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Evidence of differentiation is seen across the school but in particular, within key milestones for transformative practices in Literacy and Numeracy. Teachers are required to align their professional development goals to the school’s Strategic Plan and reference this when applying for professional learning activities. This alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs and has ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Tyalla Public School have led and participated in wider collaborative networks with other schools. Staff have been able to share their expertise and celebrate their success with

the wider community. The school strategic direction of quality classroom practices and professional learning is constantly addressed and reviewed. We believe at Tyalla Public School, our staff are participating in professional development across the curriculum in order to develop high quality classroom practice. When designing and implementing whole school professional learning, priority is given to focus areas as reflected in staff Professional Development Plans.

Leading

Leadership: Leading – Working towards Delivering

Leading: School Planning, implementation and Reporting – Sustaining and Growing

Leading: School Resources – Sustaining and Growing

Leading: Management Practices and Processes – Working towards Delivering

In the domain of Leading and Strategic Direction 3 of our School Plan, our focus has been building on a positive school culture supported by collaboration within our school and across community of schools. We have developed a strong commitment, where Tyalla Public School is being recognised as a central part of our community. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. Our Parents and Community meet regularly with the Principal to discuss school matters. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to meet new Syllabus requirements and that current technologies are accessible to staff and students. The evaluation has assisted the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

A culture that promotes engagement and well-being

Purpose

- 1). To appreciate and value cultural diversity.
- 2). To ensure that interactions between staff, students, parents and families are respectful and inclusive.
- 3). To place a high priority on student and staff well-being and have processes in place to provide both academic and nonacademic support to address individual needs.

Overall summary of progress

Tyalla Public School continued with the Gumbaynggir Language program. Although the program was of a high quality, staffing constraints limited its success and was met with varied support from the teachers and students in years 3–6.

Suspension rates was another area of focus at our school in 2017. Our goal was to decrease the incidence of suspension by at least 15%. Suspensions actually increased during 2017. This will continue to be a priority in the future.

Wellbeing was a priority in 2017 and with this, our school participated in online training to support personalised learning in the classroom and looked at the important aspect of mental health and wellbeing; particularly in the area of mindfulness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classes 3–6 engage in the Gumbaynggir Language program.	Local Aboriginal tutor – no cost.	This program was initially enthusiastically supported by the school however, it was not the success it had hoped to be due to inconsistency of the lessons because of staffing constraints, which lead to a somewhat varied response from individual classroom teachers.
To improve the suspension data from 2016 to 2017 with a 15% reduction in suspensions and a 10% increase in student eligibility for reward day.	Suspension policy and process – no cost. Student welfare procedures – no cost. Utilisation of departmental support staff – no cost.	This will continue to be a priority at our school in 2018. Despite our effort to decrease the incidence of suspensions from 2016 to 2017, we experienced an increase.
100% of teaching staff complete 'Understanding Personalized Learning and Support' online course.	Online PL – No cost.	Staff undertook this training online, giving them a greater understanding of working with children of varying needs in their classroom.
Mindfulness is implemented in participants (team) classrooms.	\$4,521 Course participation and casual relief. \$2,475 Visiting speaker.	A team of staff completed this course and gained a greater understanding of mindfulness and how to make it a positive teaching and learning strategy for their classrooms.

Next Steps

- Continue to look at the Gumbaynggir Language program with a view to using it as a suitable cultural program with our students.
- Focus on school policy, procedures and practice with the aim of decreasing the incidence of suspensions at Tyalla Public School by the end of 2020.

Strategic Direction 2

Systematic curriculum delivery

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching practice in all Key Learning Areas, particularly Writing, Early Arithmetical Strategies (EAS) Working Mathematically (WM).

To develop a culture of success and continual assessment and reflective practice to inform future planning based on student needs.

Overall summary of progress

The focus at Tyalla Public School has been on the importance of professional practice and learning. Our Instructional Leader and executive members have lead professional practice through ongoing Professional Learning and Planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieving appropriate cluster expectations (measured against the PLAN continuum) in writing, vocabulary and Early Arithmetic Strategies.	\$30,000 PL and team planning	All classroom teachers were entering data into PLAN using ongoing cycles of improvement every 5 weeks for all students across the continuums. Whilst the 80% goal was not achieved, huge growth has been evident as students moved across cluster expectations. 70% of Kindergarten students achieved anticipated cluster expectations in writing (which was previously at 6% at the beginning of 2017). 62% of Year 1 students achieved anticipated cluster expectations in vocabulary (which was previously 0%).
5% improvement in top two NAPLAN bands for Numeracy and Early Arithmetic Strategies.	NAPLAN data. Early Arithmetic Strategies data	Although we did not get 5% improvement in the top two bands of Numeracy, our students demonstrated marked improvement in Year 3 with 4.4% of our students achieving Band 6 (0% in 2016) and 8.9% achievement in Band 5 (up from 4.8% in 2016). In Year 5, our students also showed improvement in one of the two bands. We did not have any students achieving Band 8 results (nor did we in 2016) however, 11.6% of our Year 5 students achieved Band 5 (compared to 7.3% the previous year). 96% of Year 2 students achieved anticipated Aspect level in the Early Arithmetic Strategies (which was previously at 64%).

Next Steps

- Opportunities for staff to lead professional discussions with colleagues and evaluate practice around curriculum.
- To improve consistent teacher judgement when analysing student data to improve classroom and teaching practices.

Strategic Direction 3

An explicit improvement agenda

Purpose

To ensure the school leadership team is driving a strong improvement agenda based on evidence from research, practice and measureable student outcomes.

To strengthen school/community partnerships for the betterment of education at Tyalla.

Overall summary of progress

In 2017, Tyalla Public School was firmly focused on the need for continuous improvement at a school level. We participated in a voluntary external evaluation process which looked closely at our policies and procedures within the school and interviewed a wide range of our school community in order to gauge our success and put in place, suggestions for continual improvement at a school level in the future.

In addition, we are continually monitoring our success through the ongoing collection of assessment information, including data and anecdotal evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school executive team are at the forefront of the school improvement agenda, developing teacher capacity to drive student improvement.	School executive team.	The school executive team have been driving the school improvement agenda, developing teacher capacity and student improvement across the school. This aspect will continue in the future.
100% of Year 1 to 6 students will engage in self-monitoring of skills based on PLAN indicators.	PLAN.	Tyalla Public School students K–6 participated in PLAN during 2017 and had the opportunity to assess their progress.
80% of students K–3 are achieving appropriate cluster levels in Aspects of Numeracy.	Aspects of Numeracy K–3.	Counting forwards and backwards and number identification were strengths in our data. By the end of Term 4, 2017 only 15% of Year 2 fell into the 'at risk' category for backward number sequences. In all areas of the numeracy continuum, over 70% of our students sat in the at or above category or 1 cluster or aspect below expected levels.
80% of students K– 3 are achieving appropriate cluster level and reading levels in Reading Texts, Comprehension and Writing.	Reading levels in Reading Texts, Comprehension and Writing.	<p>Success was evidenced through growth of students achieving expected cluster levels and also reduction in students in the 'at risk' categories.</p> <p>Reading</p> <p>Kindergarten – data demonstrated a shift from 94% at risk at the beginning of Term 1 to 77% at or above expected level. This data was echoed at similar levels for Year 1 and 2.</p> <p>Comprehension</p> <p>Data analysed also shows shift in students who were 'at risk' or 'below' expected level moving to expected levels by the end of the year.</p> <p>Kindergarten – 65% at or above by the end of 2017 from 9%.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students K– 3 are achieving appropriate cluster level and reading levels in Reading Texts, Comprehension and Writing.		<p>Year 1 – 72% at or above by the end of 2017 from 0%.</p> <p>Year 2 – 86% at or above by the end of 2017 from 4%.</p> <p>Writing</p> <p>Writing continues to be a focus in the 2018 plan due to continuum data, NAPLAN and reporting analysis highlighting that continued work is needed in this area.</p>

Next Steps

It is very important that as a school, Tyalla continues to demonstrate sound improvement in all that it does. As a result, our school community is committed to an explicit improvement agenda so that our achievements may be planned and easily measured and celebrated. In 2018, we will be looking to extend the influence of leadership to other members of staff who are not on the executive team but would like to utilise their own skills and professional judgement to mentor or lead other staff members and/or programs within the school. In the same way, we will be looking to introduce our new peer support program, utilising the leadership skills of our Year 6 students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Connecting to Country Training</p> <p>\$3,500 Orara High School Aboriginal SLSO</p> <p>\$65,509 Aboriginal Education Officer</p> <ul style="list-style-type: none"> Aboriginal background loading (\$0.00) 	<p>Four staff engaged in the 3 day <i>Connecting to Country</i> training gaining an increased knowledge and understanding which led to collegial discussion amongst staff.</p> <p>Stage 3 students engaged in didgeridoo lessons with Kristian Benton via Orara High School leading to connections, understandings, discussion and increased pride in their heritage and culture.</p> <p>The AEO was instrumental in working with families and the school in regards to student welfare, academic support and opening the doors of our school to the community.</p>
English language proficiency	\$40,630 EALD teacher	EALD teachers worked with students in classrooms, small groups and withdrawing students for an intensive focus as required. Student engagement with curriculum, wellbeing and social interactions were positive. Classroom and EALD teachers worked collaboratively utilising various forms of data to inform student need and teacher focus.
Low level adjustment for disability	\$152,361 LaST	Students identified via the Learning Support Team and Professionals (e.g. Paediatricians) had PLaSPs completed. AP's worked alongside teachers in developing understanding and engagement. LaST worked with a flexible support model in Semester 2 responding to point of need across the school.
Quality Teaching, Successful Students (QTSS)	\$23,464 Casual teachers	Assistant Principals and teachers were released to engage in collaborative planning sessions
Socio-economic background	<p>\$50,787 0.5 Classroom Teacher</p> <p>\$3,352 CLO</p> <p>\$190,000 SLSO's</p>	Tyalla Public School has made the focus of these funds on the importance of maximising students outcomes through the provision of staffing resources within the school.
Targeted student support for refugees and new arrivals	<p>\$9,389</p> <p>New Arrivals teacher</p> <p>New Arrivals SLSO</p>	Funds were utilised to support our new arrivals and put in place successful programs which allowed the children the opportunity to experience success at school and the transition into a mainstream classroom with children their own age.
Early Action for Success	<p>Instructional Leader</p> <p>L3 PL</p>	Staffing and PL was a major focus at Tyalla in 2017 as we work hard to maximise learning outcomes for students, particularly in the K-3 cohort. 2017 was the introduction of an Instructional Leader position at our school and has been the positive base for ongoing PL and enhancement of teaching and learning processes.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	151	151	161	162
Girls	160	170	170	163

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	94.8	93.6	93.1
1	92.8	90	93.8	93.5
2	94	92.7	91.5	92.6
3	91.8	92.8	92.2	90.8
4	94.3	89.7	92.2	91.8
5	93.8	92.5	91.2	92.2
6	93.3	93.4	94.4	90.5
All Years	93.4	92.4	92.7	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	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

All staff engaged in Professional Learning on attendance monitoring and policy requirements. Attendance was monitored and reviewed fortnightly by class teachers and Assistant Principals. The school refined processes for monitoring and management of school attendance.

Class sizes

Class	Total
KSM	17
KGB	17
1BM	21
1MO	24
2RS	22
2DK	23
3-4KB	28
3-4SF	28
3-4SD	27
4-5AR	27
5-6NC	27
5-6FS	27
5-6NS	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.82
Teacher of Reading Recovery	0.71
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	5.12
Other Positions	1

*Full Time Equivalent

The executive consists of a Principal and 3 Assistant Principals.

Tyalla Public School has 12 full-time teachers, 2 part time Reading recovery teachers, two Learning and Support Teachers (LaST), a teacher librarian and RFF teacher. A English as additional Dialect (EALD) and New Arrivals teachers were also employed in 2017.

The school also has an Instructional Leader – Early

Action for Success appointed over a 3 year period.

The school also has one permanent Aboriginal Education Officer (AEO).

The School Administrative and Support staff include a permanent School Administrative Manager (SAM), School Administrative Officer (SAO) and one part-time SAO. The school has 1 permanent School Learning Support Officer (SLSO) and a number of SLSOs employed in a temporary capacity to support student well being and academic needs. A Bilingual SLSO was also employed in a temporary capacity to support New Arrival Students.

Tyalla Public School also employed a part time Community Liaison Officer (CLO).

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

Tyalla Public School Professional learning reflects Department of Education mandatory training requirements, staff identified PL through the PDP process and school identified focus areas. The Coffs Harbour District Office Advisers and Director, Public Schools NSW also worked closely with the school and staff to support vision, direction and understanding; developing teacher capacity and engagement.

As an Early Action for Success (K–2) School, a primary focus was on developing Literacy and Numeracy K–2. A school funded focus was L3, K–2 informing current trends and practices in Literacy K–2 and use and analysis of data and tracking student achievement. Staff also engaged in Professional Learning focusing on Personalised Learning & Support Plans led by the AP's and support the National Consistent Collection of Data on Children with Disabilities. The executive team engaged in Professional Learning introducing the Learning Progressions and Early Action for Success strategies and interventions. LMBR training was an intensive focus for the Principal and Administration staff as the school moved into the new Administration and Finance systems. Our non-teaching staff engaged in Professional Learning on PDPs to enhance their understanding and identify areas for focus.

All teachers engaged in collaboration days where the Assistant Principals led their teams and delving into current research, data analysis and collegial discussions on stage identified focus areas.

The school was successful in gaining acceptance into a STEM mentoring project with an identified team of teachers travelling to Alstonville to gain further insight into the delivery and impact of this model.

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	466,528
Global funds	330,997
Tied funds	657,318
School & community sources	49,685
Interest	5,763
Trust receipts	5,405
Canteen	0
Total Receipts	1,049,168
Payments	
Teaching & learning	
Key Learning Areas	42,967
Excursions	35,827
Extracurricular dissections	31,820
Library	4,882
Training & Development	6,072
Tied Funds Payments	428,625
Short Term Relief	91,676
Administration & Office	45,111
Canteen Payments	0
Utilities	35,393
Maintenance	19,179
Trust Payments	7,814
Capital Programs	28,986
Total Payments	778,351
Balance carried forward	737,345

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	784,020
Appropriation	761,423
Sale of Goods and Services	1,750
Grants and Contributions	20,676
Gain and Loss	0
Other Revenue	0
Investment Income	171
Expenses	-400,250
Recurrent Expenses	-400,250
Employee Related	-280,339
Operating Expenses	-119,911
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	383,771
Balance Carried Forward	383,771

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 (\$)
Base Total	2,120,840
Base Per Capita	51,506
Base Location	2,912
Other Base	2,066,423
Equity Total	815,579
Equity Aboriginal	123,330
Equity Socio economic	443,643
Equity Language	55,722
Equity Disability	192,884
Targeted Total	220,131
Other Total	748,625
Grand Total	3,905,176

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

School-based assessment

Throughout 2017, the school identified standardised assessment to further inform their understanding of student achievement.

In November, all classes Year 2 – 6 engaged in PAT R – Reading Comprehension and PAT – M Mathematics assessment. These assessment tasks are aligned to NSW Syllabus Clusters and were completed online. These tests compare results to an established norm, whilst identifying specific target areas. These tests will be conducted twice a year to further inform student growth and norm comparisons. In PAT Maths, 12% of students achieved greater than 75% of NSW students and in PAT R Reading and in PAT R Reading, 14% of students greater than 75% of NSW students.

Year 6 engaged in *Validation of Assessment for Learning & Individual Development* (VALID) Science & Technology which assess what Year 6 students know and can do in Science & Technology across Stage 3 outcomes from the NSW Science K–10 Syllabus with student achievement reported across 6 Bands. In

Science overall, 18% of students achieved in the top 3 bands; Bands 4–6, and 42% of students achieving in the bottom 2 bands; Bands 1–2. These results will be analysed to assist in informing whole school approaches to Science Education and requirements.

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. Whilst NAPLAN was delivered in hardcopy – paper format, Tyalla Public School also trialled NAPLAN utilising the online platform to test school readiness in regards to infrastructure, delivery and completion. Student and teacher feedback was positive.

45 Year 3 and 43 Year 5 students sat the 2017 NAPLAN test for Literacy in the areas of:

- Reading;
- Writing;
- Spelling;
- Grammar.

Our results may be summarised as follows:

Year 3

Reading: Band 1 = 8.9%; Band 2 = 11.1%; Band 3 = 20.0%; Band 4 = 33.3%; Band 5 = 13.3%; Band 6 = 13.3%.

Writing: Band 1 = 0.0%; Band 2 = 6.8%; Band 3 = 29.5%; Band 4 = 43.2%; Band 5 = 18.2%; Band 6 = 2.3%.

Spelling: Band 1 = 4.4%; Band 2 = 17.8%; Band 3 = 17.8%; Band 4 = 37.8%; Band 5 = 17.8%; Band 6 = 4.4%.

Grammar: Band 1 = 17.8%; Band 2 = 6.7%; Band 3 = 13.3%; Band 4 = 20.0%; Band 5 = 35.6%; Band 6 = 6.7%.

Year 5

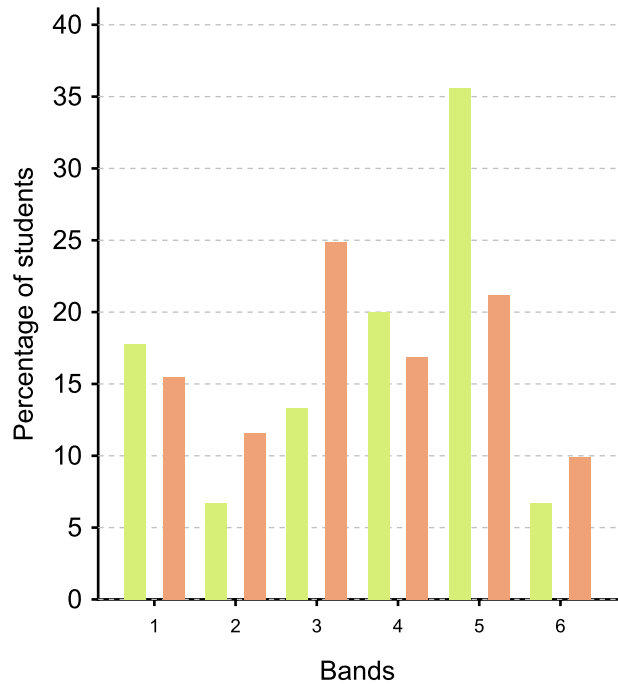
Reading: Band 3 = 7.0%; Band 4 = 27.9%; Band 5 = 20.9%; Band 6 = 20.9%; Band 7 = 14.0%; Band 8 = 9.3%.

Writing: Band 3 = 26.2%; Band 4 = 9.5%; Band 5 = 54.8%; Band 6 = 9.5%; Band 7 = 0.0%; Band 8 = 0.0%.

Spelling: Band 3 = 11.9%; Band 4 = 14.3%; Band 5 = 38.1%; Band 6 = 23.8%; Band 7 = 11.9%; Band 8 = 0.0%.

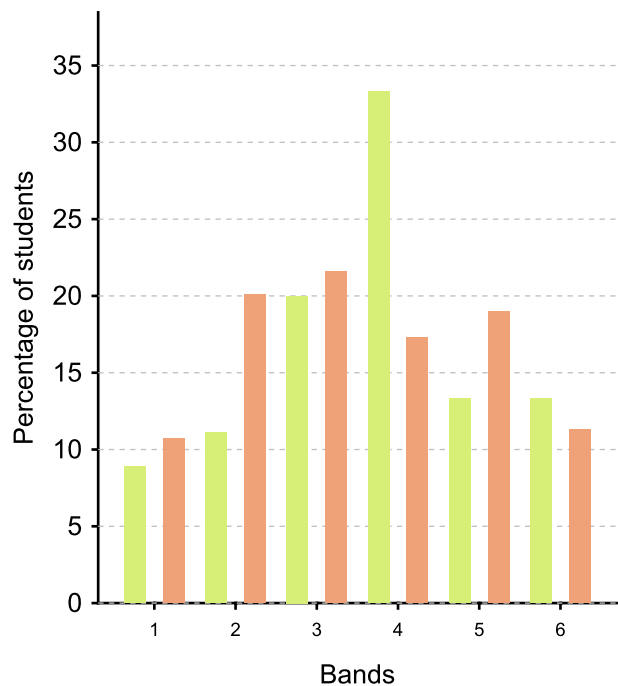
Grammar: Band 3 = 11.9%; Band 4 = 33.3%; Band 5 = 21.4%; Band 6 = 23.8%; Band 7 = 4.8%; Band 8 = 4.8%.

Percentage in bands:
Year 3 Grammar & Punctuation



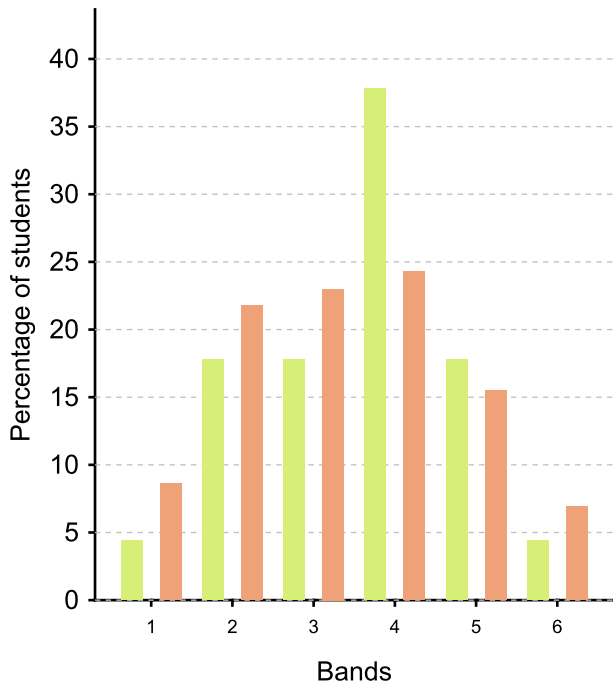
Band	1	2	3	4	5	6
Percentage of students	17.8	6.7	13.3	20.0	35.6	6.7
School avg 2015-2017	15.5	11.6	24.9	16.9	21.2	9.9

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	8.9	11.1	20.0	33.3	13.3	13.3
School avg 2015-2017	10.7	20.1	21.6	17.3	19.0	11.3

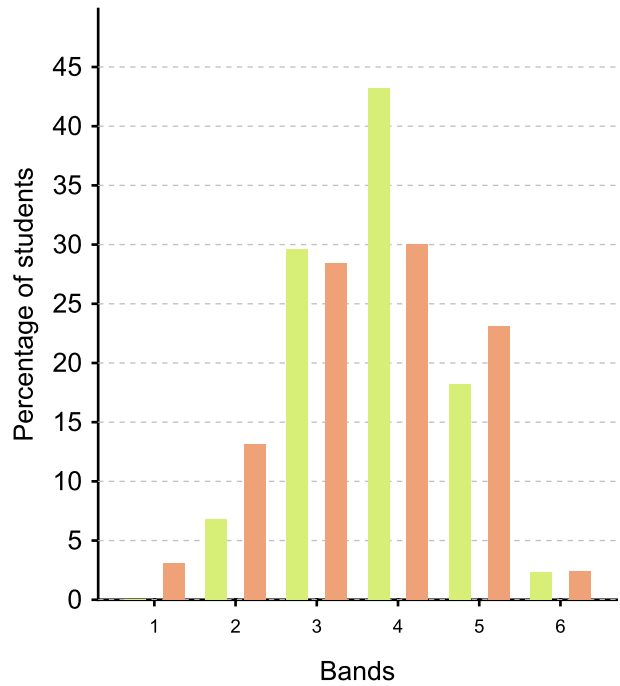
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.4	17.8	17.8	37.8	17.8	4.4
School avg 2015-2017	8.6	21.8	23.0	24.3	15.5	6.9

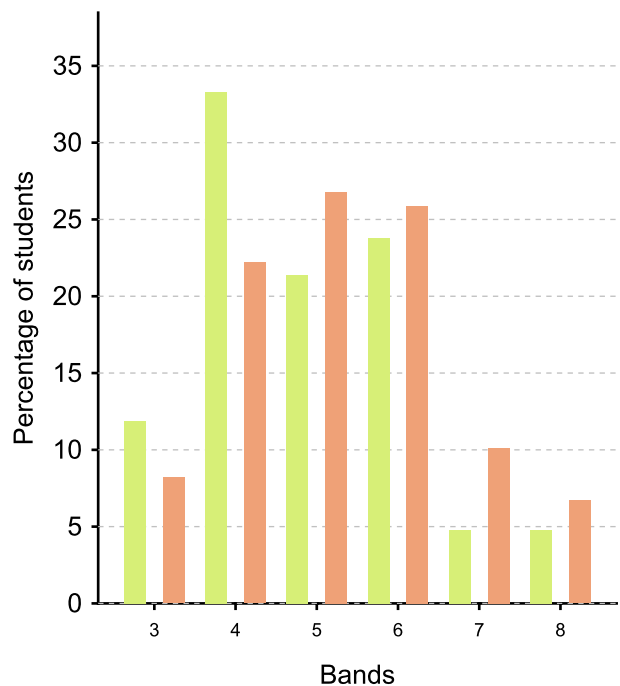
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	6.8	29.6	43.2	18.2	2.3
School avg 2015-2017	3.1	13.1	28.4	30.0	23.1	2.4

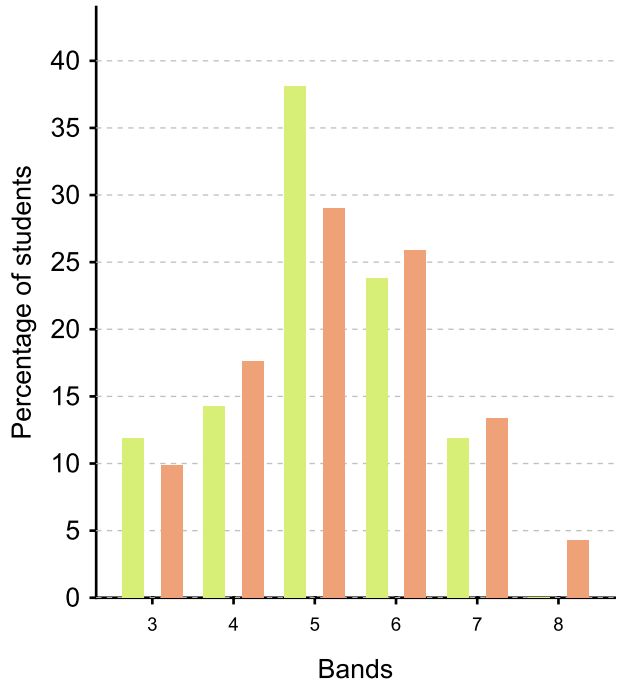
Percentage in bands:
Year 5 Grammar & Punctuation



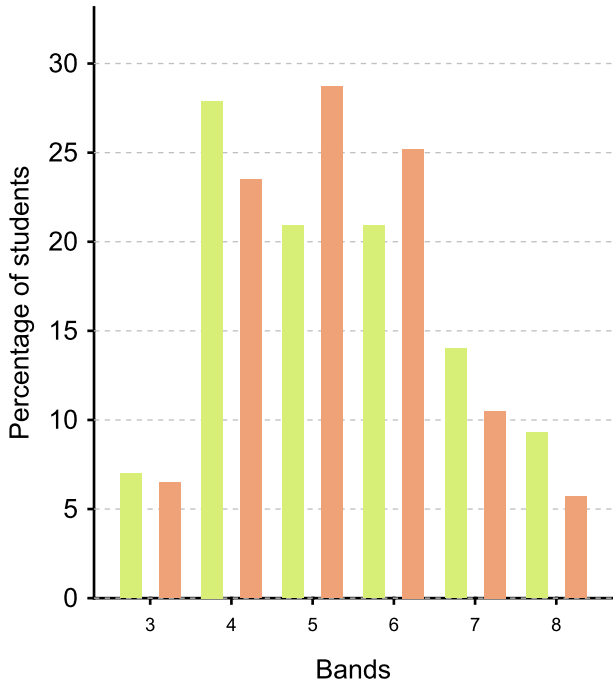
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.9	33.3	21.4	23.8	4.8	4.8
School avg 2015-2017	8.2	22.2	26.8	25.9	10.1	6.7

Percentage in bands:
Year 5 Spelling



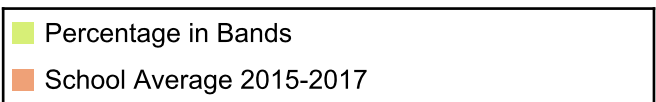
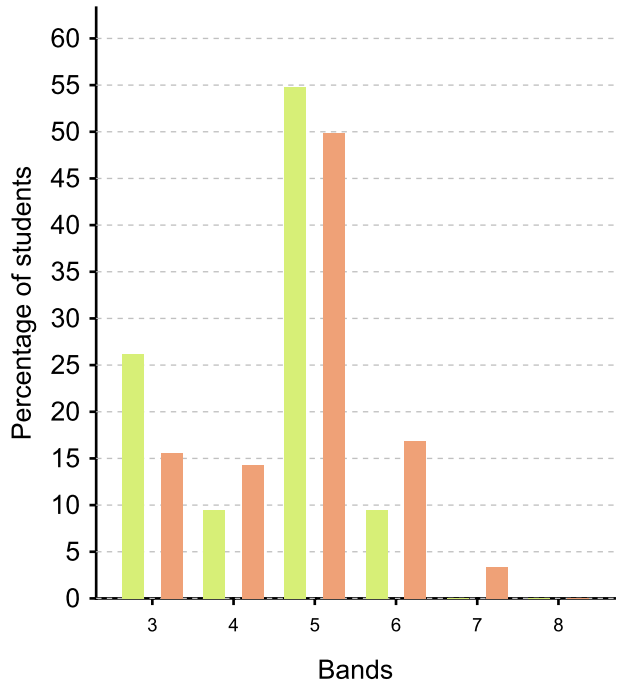
Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	11.9	14.3	38.1	23.8	11.9	0.0
School avg 2015-2017	9.9	17.6	29.0	25.9	13.4	4.3

Band	3	4	5	6	7	8
Percentage of students	7.0	27.9	20.9	20.9	14.0	9.3
School avg 2015-2017	6.5	23.5	28.7	25.2	10.5	5.7

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	26.2	9.5	54.8	9.5	0.0	0.0
School avg 2015-2017	15.6	14.3	49.9	16.9	3.4	0.0

45 Year 3 and 43 Year 5 students sat the 2017 NAPLAN test for Numeracy in the areas of:

- Numeracy;
- Data, Measurement, Space & Geometry;
- Number, Patterns & Algebra.

Our results may be summarised as follows:

Year 3

Numeracy: Band 1 = 8.9%; Band 2 = 11.1%; Band 3 = 37.8%; Band 4 = 28.9%; Band 5 = 8.9%; Band 6 = 4.4%.

Data, Measurement, Space & Geometry: Band 1 = 8.9%; Band 2 = 17.8%; Band 3 = 37.8%; Band 4 = 26.7%; Band 5 = 4.4%; Band 6 = 4.4%.

Number, Patterns & Algebra: Band 1 = 6.7%; Band 2 = 15.6%; Band 3 = 31.1%; Band 4 = 37.1%; Band 5 = 13.3%; Band 6 = 2.2%.

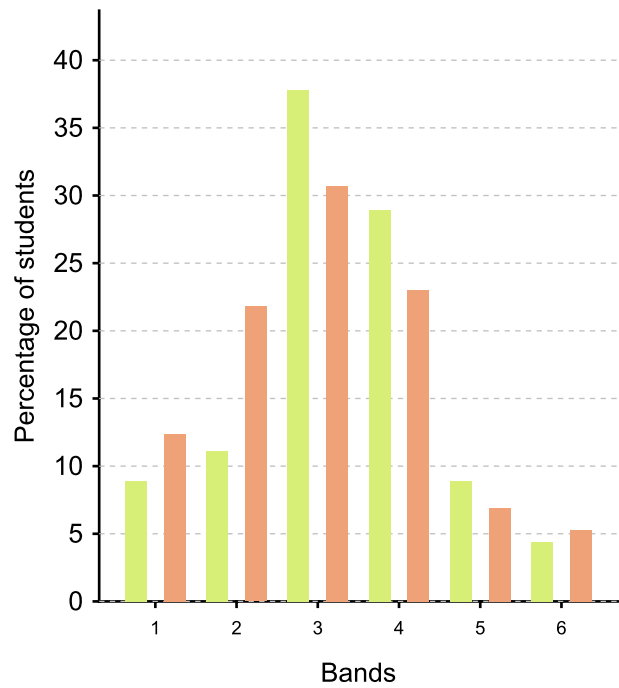
Year 5

Numeracy: Band 3 = 16.3%; Band 4 = 14.0%; Band 5 = 41.9%; Band 6 = 16.3%; Band 7 = 14.16%; Band 8 = 0.0%.

Data, Measurement, Space & Geometry: Band 3 = 7.0%; Band 4 = 30.2%; Band 5 = 32.6%; Band 6 = 16.3%; Band 7 = 7.0%; Band 8 = 7.0%.

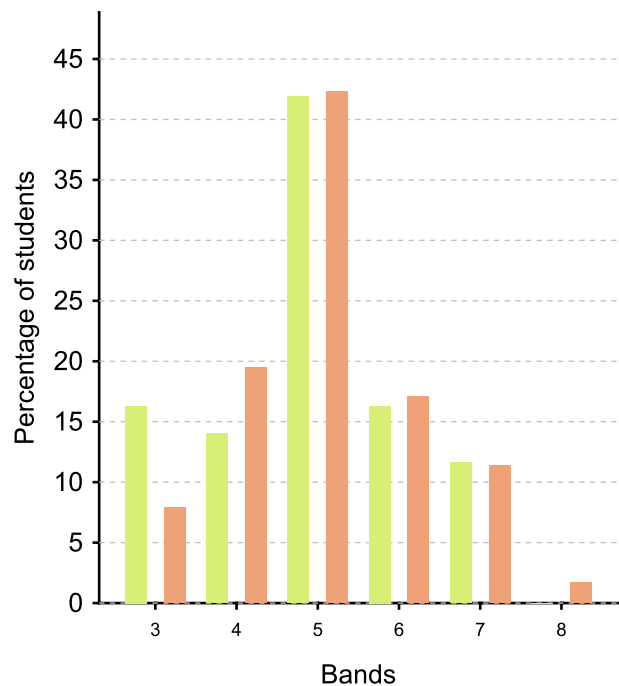
Number, Patterns & Algebra: Band 3 = 14.0%; Band 4 = 23.3%; Band 5 = 34.9%; Band 6 = 20.9%; Band 7 = 7.0%; Band 8 = 0.0%.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.9	11.1	37.8	28.9	8.9	4.4
School avg 2015-2017	12.4	21.8	30.7	23.0	6.9	5.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	16.3	14.0	41.9	16.3	11.6	0.0
School avg 2015-2017	7.9	19.5	42.3	17.1	11.4	1.7

Tyalla Public School has over 30% of its' students who identify as being Aboriginal. In the 2017 NAPLAN test, our Year 5 Aboriginal students performed marginally above the Department of Education (DoE) average in the areas of Reading and Grammar & Punctuation. Our Year 3 Aboriginal students did not perform above the average.

Parent/caregiver, student, teacher satisfaction

Tyalla Public School participated in the Tell Them From Me (TTFM) survey in 2017 and related to a number of very important aspects around our school.

The survey results indicated that our parents:

- felt welcome when visiting school;
- can easily speak with their child's teachers;
- believed that their child was encouraged to do his or her best work at school;
- stated that teachers help students who need extra support.

The survey results indicated that our students:

- feel good about their culture when they are at school;
- felt that they tried hard to succeed in their learning;
- felt that they had someone at school who consistently provides encouragement and can be turned to for advice;
- expected that when they finished high school that they would be going to university.

The school community was given the opportunity to respond to a survey focusing on 2 main strengths and 2 areas requiring attention or focus. The main concerns raised were in relation to student behaviours including: bad behaviour, disrespect, bullying, violence with consistency, homework and classroom management were also raised as concerns. The strengths our school community identified focused primarily on the great teachers who encourage students to do their best and learn new things, caring and wellbeing approach, respect demonstrated by staff towards students and the community involvement.

Policy requirements

Aboriginal education

Aboriginal education is a very important aspect of our school and one that is held in high-esteem and reinforced with much pride within our school community. Over 30% of our student population identifies as being of Aboriginal heritage.

In 2017, the school maintained Acknowledgement to Country in formal assemblies.

We had a team of staff members participate in the Connecting to Country program in Coffs Harbour. This was a very worthwhile experience that was undertaken between the Department of Education and the local Aboriginal community of elders.

Tyalla Public School is very proud to be able to access the support of our full-time Aboriginal Education Officer who works closely with our school community to maximise learning opportunities and the importance of working in a collaborative partnership for the good of the children.

Students in K–2 have accessed the Gumbayngirr language through a classroom program that is being delivered by local Aboriginal tutors.

Celebrations acknowledging NAIDOC Week and recognition of other special days for our Indigenous culture are integrated into the school's teaching programs for all students in K–6.

Yr 6 ATSI students Transition & Didgeridoo program was a huge success and our senior boys really enjoyed the experience and the great camaraderie that developed as a result.

Multicultural and anti-racism education

50 students identified as having a language background where English is an additional language or dialect. Of these, 30 were born overseas, 21 of whom migrated from a refugee experience.

Language backgrounds include Gumbayngirr and other Aboriginal languages, Dari, Ewe, German, Dinka, Karen, Italian, Vietnamese, Swahili, Indonesian, Spanish, Samoan, Persian, Punjabi, Tigrini and Samoan.

16 (32%) do not require additional language support and are working at expected levels for their stage/grade.

34 (68%) of students received support, in a variety of modes. This included intensive new arrival programs, small group support, classroom program differentiation and cultural education. 14 of the supported population (41%) are at the Beginning Level of the EALD learning progressions with most having little or no literacy in their home language.

Transition into 2018 includes 7 students transitioning to high school.

The EAL/D program is in a state of constant flux, due to the settlement of new families in the Coffs Harbour region and movement of these families due to personal circumstances. In 2017, the program employed two experienced EALD teachers and three bilingual learning and support officers.

Our school celebrated Harmony day as an important day on our calendar. This reinforced the importance of every student and their family within our school community, irrespective of their family or cultural background.

Tyalla Public School also utilises the services of trained Anti-Racism Contact Officers (ARCO) within the staff and promotes the importance of inclusion and living peacefully with each other.