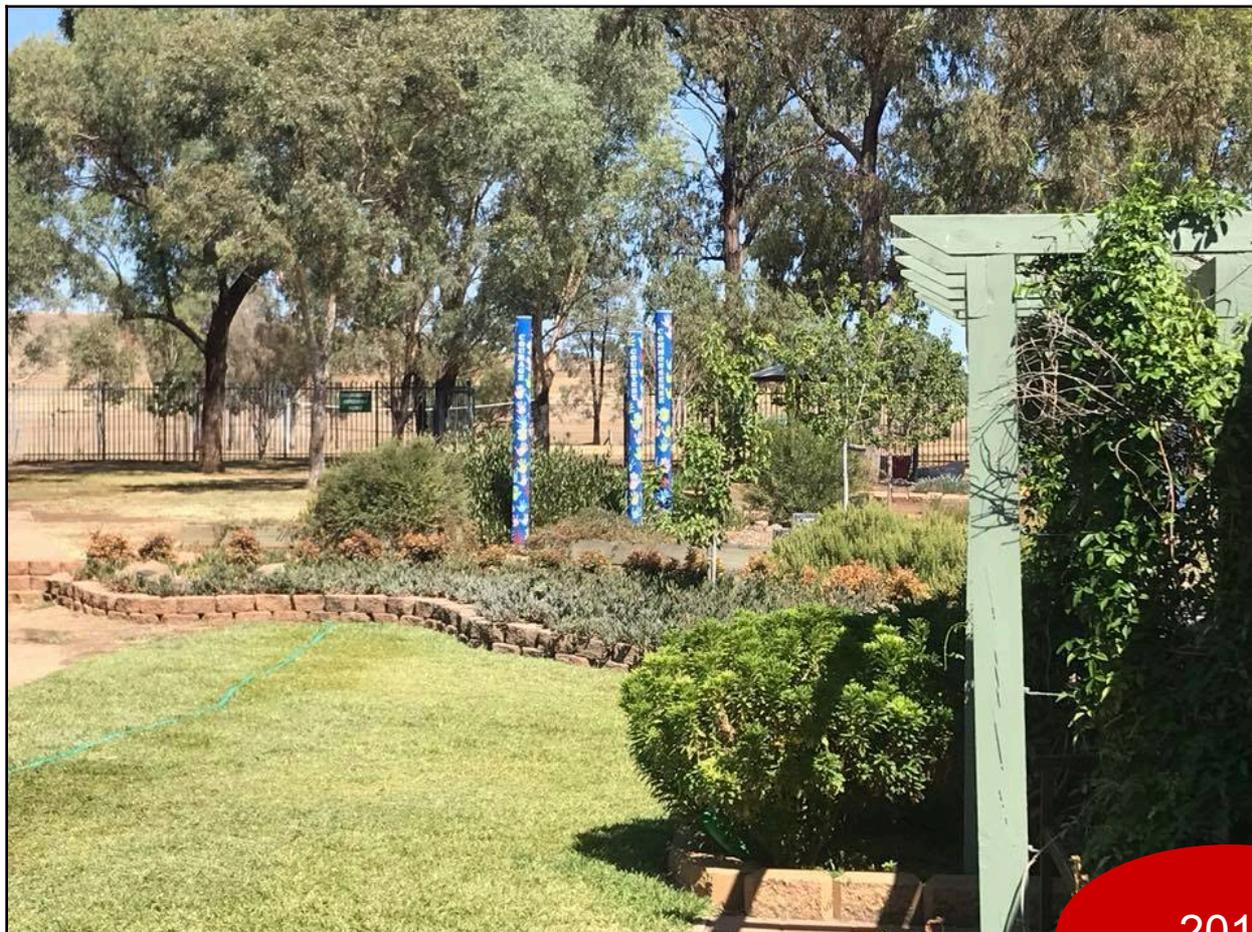


Timbumburi Public School

Annual Report



2018



1016

Introduction

The Annual Report for 2018 is provided to the community of Timbumburi 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.

Jane Kibble

Principal

School contact details

Timbumburi Public School

542 Kia Ora Lane

Timbumburi, 2340

www.timbumburi-p.schools.nsw.edu.au

timbumburi-p.school@det.nsw.edu.au

6767 0232

School background

School vision statement

"Where everyone has a chance to shine"

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a slight increase in our enrolment, with a 2018 student population of 158. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by ten teachers (both full-time and part-time) including a principal and an assistant principal. Our teachers are supported by two SLSOs who are employed four days per week. In addition there is a full time school administrative manager and two part time school administrative officers. Our general assistant is at school for one day and 3 hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

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

Our school placed a strong emphasis on helping children become reflective, self–directed learners in 2018. Classes employed learning intentions and success criteria in English and Mathematics lessons ensuring students understand the lesson's objectives and content. The school is developing an implementation plan for PLAN2 and Learning Progressions for 2019.

The school placed emphasis on student engagement by ensuring lessons were engaging, rigorous, relevant and challenging. Student engagement was also supported by being responsive to wellbeing issues and monitoring attendance.

In the School Excellence Framework domain of LEARNING, Timbumburi Public School community has made an on balanced judgement across all elements that we are DELIVERING.

Teaching

Evidence based teaching practice was encouraged across the school and teachers used data to reflect on their practice and inform their teaching. Teachers used selected internal and external data collection tools to engage in data collection conversations around learning growth and outcomes.

In the School Excellence Framework domain of TEACHING, Timbumburi Public School community has made an on balanced judgement across all elements that we are DELIVERING.

Leading

Timbumburi has a small executive team (a principal and an assistant principal). For this reason, leadership is distributed among staff members who all take on a para–leadership role in at least one area. Staff are involved in many aspects of the school, including conversations about budgeting, resourcing and planning.

In the School Excellence Framework domain of LEADING, Timbumburi Public School community has made an on balanced judgement across all elements that we are DELIVERING.

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

Engaged and informed students.

Purpose

To ensure students are actively engaged in a meaningful, challenging and supported environment that allows them to display their learning and strive for personal improvement, particularly in numeracy, through the effective use of quality assessment practices and student feedback.

Overall summary of progress

Timbumburi PS has developed a whole school assessment strategy which enables us to track student achievement across all grades. Teachers are sharing learning intentions and success criteria in all stages. We have seen an increased proportion of students reaching the top two bands in NAPLAN in Year 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To move from Delivering to Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework.	PAT Maths SENA Test Kits Diagnostic assessment Professional learning on feedback in Mathematics.	Teaching programs and assessments reflecting increased use of feedback as teaching tool. The school will continue to work towards Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework.
An increased proportion of students will achieve their year appropriate expected growth in numeracy. This will include an increased proportion of students in the top two NAPLAN bands for numeracy.	Professional development with Crossroads Education	NAPLAN results Years 3 and 5 show increased number of students in top 2 bands for numeracy 2018.
Learning intentions and success criteria are implemented in all numeracy lessons as seen through classroom observations and teacher programs each term.	\$3000 to release staff for observations and discussion. QTSS	Progress monitored through lesson observation reports, meeting records and teacher surveys.

Next Steps

Teachers will continue to refine and develop the assessment schedule so student growth can be monitored. This will also enable the school to track students in need of support and also provide opportunity to identify students who would benefit from extension. Through classroom observations, the school will continue to use success criteria in numeracy lessons. The school trialled the Early Years PAT Maths Test in 2018 but found the data generated was very unreliable. As a result the school has committed to individual SENA testing of infants students in 2019 to provide reliable data that can be used to track students growth and target students needing support.

Strategic Direction 2

Quality teaching and learning.

Purpose

To create an engaging learning environment underpinned by high expectations and teaching practices which accelerate learning through the use of high quality feedback, particularly in writing.

Overall summary of progress

Staff have been engaged in professional development around writing, particularly looking at providing effective feedback to students to help improve their writing. The school has developed rubrics to ensure writing is judged consistently. Staff have met to analyse writing samples, to target areas for student improvement and to ensure reporting is consistent across all grades.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To meet the level of Sustaining and Growing within the Curriculum (learning domain) element of the School Excellence Framework with a strong focus on improving student writing.	QTSS staffing allocation Assessment rubrics Seven Steps writing professional development	Staff and students are becoming more familiar with the use of feedback as a tool. Teaching programs and assessments reflecting increased use of feedback as a teaching tool. Progress monitored through analysis of lesson observation reports, meeting reports, and professional development. The school will continue to work towards Sustaining and Growing within the Curriculum (learning) domain of the School Excellence Framework in 2019.
An increased proportion of students will achieve their year appropriate expected growth in writing. This will include an increased proportion of all students and Aboriginal students in the top two NAPLAN bands for writing.	QTSS staffing allocation Assessment rubrics Seven Steps writing professional development	Number of students in top two NAPLAN bands increased from 35.3% to 50% for Year 3. Number of students in top two NAPLAN bands increased from 4.5% to 16.7% for Year 5.

Next Steps

Staff will continue to engage in professional learning in writing. The school will continue to use the Seven Steps program for writing and will train more staff in its use in 2019. The school will continue to undertake work in consistent teacher judgement when marking writing samples against a rubric each term. Staff will be trained in the effective use of feedback in writing. Staff will undertake further exploration of learning progressions in meetings throughout 2019 and participate in professional development wherever possible.

Strategic Direction 3

Effective communication and connections.

Purpose

To further increase community participation in our school by ensuring that students, teachers and families are all informed and engaged.

Overall summary of progress

The school continues to follow the department's guidelines with regard to reporting to parents. Staff have discussed reporting and have a consistent approach to the way achievement is reported, especially in regard to English and Mathematics. Reports have been discussed at School Council meetings in 2018 and council members reiterated that it was important to follow departmental policy. Staff meet one on one with parents each year to discuss student achievement. Parents have indicated they appreciate the opportunity to meet with their child's teacher at other times outside reporting periods and believe staff are accessible.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of community satisfaction with reporting are evident as measured by parental feedback at interview times and focus group feedback at P&C meetings	\$1500 Teacher relief for activities	Parent feedback has been positive. Feedback from P&C meetings has indicated the majority of parents are happy with reporting as it stands.
Results from the Tell Them From Me survey reflect a greater level of parent and community participation in and satisfaction with the school.	TTFM survey	Positive media coverage. Greater involvement in community activities. Positive feedback from students, parents and community members.

Next Steps

The school will implement a number of wellbeing expectations in a range of areas, including transitions, behaviour and anti-bullying. These will be shared with students, parents and the school community as a whole with the aim of increasing already high levels of student engagement, wellbeing and behaviour. The school will continue to work hard at engaging its community in a number of ways, including social media, newsletters, Seesaw, print and online media and whole school gatherings. The school aims to continue supporting already high levels of parental engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21547 for staffing and resources <ul style="list-style-type: none"> Aboriginal background loading (\$21 547.00) 	Aboriginal students were provided with learning support where needed, in both one to one and small group formats. This was provided by both teachers and SLSOs depending on the program.
Low level adjustment for disability	0.400 staffing \$14328 for staffing and resources <ul style="list-style-type: none"> Low level adjustment for disability (\$14 328.00) 	Students were identified and supported using targeted support through learning support interventions. An SLSO was employed to work with students to improve their literacy and numeracy outcomes. The support provided was felt to be very worthwhile by staff, parents and students alike and the school plans to continue this in 2019.
Quality Teaching, Successful Students (QTSS)	0.238 staffing	QTSS provided staff with the opportunity to develop their teaching practices by working collaboratively with the support of an experienced mentor/executive member.
Socio-economic background	\$25413 for staffing	Students identified and supported through targeted support through LST, LaSTs and in class SLSOs especially in the areas of Literacy and Numeracy. Continued development of a positive and inclusive school culture built on collaboration and trust amongst students, parents/caregivers, teachers, leaders and community. Continued student support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	71	79	77	86
Girls	60	65	69	73

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	95	95.9	95.7
1	95.2	96.7	92.3	95
2	96.2	92.5	94.1	93.5
3	96.8	96.3	92.7	95.7
4	94.2	93.5	94.3	95.6
5	96.3	96.6	94.9	95.1
6	95.2	95.4	93.3	96.2
All Years	95.6	95.1	93.9	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance at Timbumburi PS is above the state average overall, reflecting a positive approach. School is seen as meaningful and important and strong attendance is supported by parents and caregivers. The school follows up issues of non-attendance with SMS alerts to parents and caregivers, as well as phone contact where necessary.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.83
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Timbumburi Public School does not currently have any Aboriginal members of 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

Timbumburi Public School has a strong culture of professional development which is targeted to the needs to the school, its students and staff. In 2018 professional development was linked to the school's strategic directions. It included:

- Collaboration with other schools as part of a learning support network
- Ongoing transition planning with Tamworth High School and its feeder primary schools
- STEM training incorporating film making and robotics
- Effective reading in the early years
- Synthetic phonics
- Planning using Best Start Data

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	134,160
Revenue	1,627,004
Appropriation	1,538,222
Sale of Goods and Services	-1,644
Grants and Contributions	88,995
Gain and Loss	0
Other Revenue	0
Investment Income	1,430
Expenses	-1,535,304
Recurrent Expenses	-1,535,304
Employee Related	-1,342,718
Operating Expenses	-192,586
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	91,700
Balance Carried Forward	225,860

Timbumburi's executive meet regularly to discuss and monitor financial management processes and governance to meet financial policy requirements. In addition, the School Council meets twice a term and has general oversight of the school budget. Projects for 2018 included the employment of two SLSOs to support students with additional learning needs and the replacement of an interactive whiteboard.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,336,832
Base Per Capita	28,232
Base Location	24,040
Other Base	1,284,560
Equity Total	102,934
Equity Aboriginal	21,547
Equity Socio economic	25,413
Equity Language	0
Equity Disability	55,973
Targeted Total	37,703
Other Total	24,805
Grand Total	1,502,273

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Timbumburi PS recorded strong growth in all areas from Year 3 to Year 5. It was above the average growth for both similar schools and above the state average.

In Year 3, results for all areas except writing (which was stable) showed an upward trend. Results for Year 5 showed an upward trend in all areas. Average results were above that of the state for all areas except spelling, which was still above the similar school group

results.

The emphasis the school has placed on literacy appears to have been beneficial.

The Year 5 average NAPLAN score for numeracy was well above both the state and similar school average. Results for both boys and girls was strong. Small numbers of Aboriginal students sitting these tests precludes comment on performance. The Year 3 average NAPLAN score for numeracy was below the state average, but above the average of the similar school group.

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.

The number of students meeting the Premier's Priority of increasing the number of students in the top two bands for literacy and numeracy increased from 31.82% in 2017 to 46.67% in 2018. The school measured a percentage increase of 46.66% from 2017 to 2018. This increase was more marked in literacy than numeracy. Very small numbers of Aboriginal students in both Years 3 and 5 make reporting difficult for privacy reasons.

Parent/caregiver, student, teacher satisfaction

Timbumburi PS participated in the Tell Them From Me survey which showed our school results above the state average in almost all areas. Timbumburi scored above the NSW Government school norm in the areas of advocacy (students feeling they have someone at school who consistently provides encouragement and can be turned to for advice) and positive teacher–student relationships. The percentage of students claiming to be victims of bullying was below that of the state. Students also reported a strong sense of belonging (87% as compared to 81%) and believed they tried hard to succeed at school (97% of students).

Parents spoke positively about the school and its staff, reporting that they believed the school made significant efforts to provide a broad range of opportunities, both curricular and extra curricular, for all students. Parent interactions with school were positive and respectful.

Staffing was stable for 2018 and staff report continuing to appreciate working at Timbumburi, where they believe they make a significant difference to the students in their classes. They continue to develop strong and meaningful relationships with the larger school community, including parents and caregivers.

Policy requirements

Aboriginal education

Timbumburi Public School continues to support its Aboriginal students and families. Aboriginal perspectives are integrated across Key Learning Areas. Many texts studied are from an Aboriginal perspective and seek to teach students about Aboriginal culture. We have had visits from Aboriginal performers and story tellers.

Multicultural and anti-racism education

Multicultural perspectives are integral to our school in developing an inclusive and racism–free environment. Program design and implementation must contain multicultural perspectives. The school participates in Harmony Day to highlight the acceptance and appreciation of many cultures. The school has an Anti Racism Office who supports staff to use appropriate protocols and policies.