

Tabulam Public School Annual Report



2018



3145

Introduction

The Annual Report for **2018** is provided to the community of Tabulam 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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School background

School vision statement

The Tabulam Public School vision is to foster excellence in learning and build positive relationships which create the foundations for life success.

We aim to prepare students as global citizens for a rapidly changing, future focused world in which creativity, cooperative work, connectedness to the wider world and adaptability are key features.

Tabulam Public School creates a warm, harmonious and caring learning environment where students feel secure and happy and are highly motivated to learn.

We aim to make the school a place where every child becomes strong and confident in spirit and culture; having high self-esteem and high standards of academic achievement and social behaviour.

School context

Tabulam Public School (enrolment 46) has a diverse school community characterised by a significant (80%) Aboriginal enrolment, isolation and socio-economic disadvantage.

The school has a strong partnership with the local community and is focussed on high expectations and student achievement.

NAPLAN data indicates that while many students have succeeded and growth is strong, there is a need to continue to address the learning, literacy and numeracy outcomes of students to prepare them for high school.

Staff/parent and student surveys reflect the need for students to develop an understanding of learning behaviours to support the development of independent learners.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**.

In the domain of **Learning**, our efforts have been primarily focussed on '**learning culture**' and '**wellbeing**'. Our strong performance in these areas is evidenced through the marked increase of student engagement in learning and the development of teaching practices which effectively develop the knowledge, understanding and skills of all students using evidenced based teaching practices and innovative delivery mechanisms. Attention to supporting individual learners and the provision of avenues for strong family contribution and participation in the learning process through the use of Learning Goals and Class Dojo have been successful. Our student body regularly reflect consistent growth on school performance measures and achieve higher than other 'like' schools. Students have also been supported to understand themselves as learners through the continued implementation of Visible Learning and Growth Mindset practices across the school. We will continue to support students to perform at consistently higher levels on internal and external student performance measures during 2019.

Our major focus in the domain of **Teaching** has been the development of '**effective classroom practice**' and '**collaborative practice**' which is moving student learning to a new level through continued staff professional development in student wellbeing, literacy, numeracy and Visible Learning. All teachers are committed to implementing the most effective teaching methods, with a high priority given to evidence–based teaching strategies. Staff members have been provided with many opportunities to incorporate data analysis in planning for learning, the growing of teaching practice through collaboration and classroom observations, reflections and feedback and the development of expertise in literacy and numeracy programs. Teachers all participate in Professional Learning to constantly improve teaching methods in literacy and numeracy through building upon understandings of effective teaching strategies in these areas.

In the domain of **Leading** we have consistently and effectively implemented our key strategic directions throughout the year due to a strong foundation of **leadership capacity building** across the school. All resources are strategically used to achieve improved student outcomes. The whole school team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the community.

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

LEARNING: Supporting all students to develop the necessary skills to be successful global citizens.

Purpose

Supporting all students to develop the necessary skills to be successful global citizens who engage in meaningful and future focused learning through the implementation of Creative and Critical thinking, Visible Learning and Project Based Learning. Ensuring the development of effective staff professional development and community partnerships which build upon cultural identity, strength and pride. Building on cultural identity acknowledging strengths and pride developing a sense of belonging in students and a deeper understanding of themselves and others.

Overall summary of progress

All students are supported to develop the necessary skills to be successful global citizens who engage in meaningful and future focused learning through the implementation of Creative and Critical thinking, Visible Learning and Project Based Learning. The school ensures the development of effective staff professional development and community partnerships which build upon cultural identity, strength and pride. We build upon cultural identity acknowledging strengths and pride, developing a sense of belonging in students and a deeper understanding of themselves and others.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased resource development for and use of the Wahlubal History and Culture Centre by students and community.	\$10,000	Cultural room almost complete to use as a teaching station and a resource for other school groups and visitors. There have been a number of international and interstate visitors to the room in 2018.
Tell Them From Me and Mindfulness and Well-being assessment demonstrates 80%+ engaged in learning.		100% of Students rated a positive sense of belonging, valuing school outcomes, effort and being interested and motivated. Students also ranked above the NSW Govt. school norm in positive school relationships, skills challenge, effective learning time, perseverance, relevance, positive teacher student relationships, participation in school sports and expectations for success.
Effective feedback is evidenced during walk throughs. All classes display learning intentions and success criteria.		All staff are skilled in giving effective feedback and the use of learning intentions and success criteria as a tool for learning is evident in classrooms.
Students demonstrate an understanding of learning dispositions and mindfulness practices.		Growth mindset and mindfulness education has had a positive impact on classroom tone and student engagement. Learning dispositions are utilised but are yet to be fully integrated across the school.

Next Steps

The school staff will continue to develop skills in Visible Learning and Creative and Critical thinking, supporting students to engage future focussed learning and giving feedback to teachers around their learning.

Cultural identity will continue to be a major focus with the training of students to use and present the resources in the Wahlubal History and Culture Centre to students and visitors from other schools.

Strategic Direction 2

INNOVATIVE TEACHING: Meeting the needs of all learners: students, staff and community.

Purpose

Meeting the needs of all learners – Improvement for every student, every teacher, every support staff member and empowering the whole school community. Ensuring the development of explicit systems for collaboration and feedback to sustain quality teaching practice combined with high expectation relationships across the whole school community. Explicit teaching of numeracy and literacy with effective differentiation; meeting the needs of all learners through innovative practices.

Overall summary of progress

Collaborative teams and practices have been established which focus on continuous improvement of teaching and learning. Leadership team ensures learning is optimised through resourcing of the physical environment and staff expertise. All students have access to learning programs that address individual needs, ensuring challenge and adjustments as necessary which have lead to improvement in learning. Parents are actively engaged and partners in planning to support student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teacher capacity for differentiation and targeted interventions across the curriculum.	\$8000	Teachers and support staff all accessed PL in personalised learning and students with additional support needs. All students receive personalised, differentiated learning across the school. All K–3 teachers successfully completed Language, Learning and Literacy training and implementation. Leader built capacity in reading intervention through Multilit and Minilit.
100% teaching staff facilitate student growth; evident on PLAN 2 data and discussed as part of the Professional Development Framework process.		75% of teaching staff recorded data accurately on PLAN 2, tracking student progress and using data to inform planning at 5 weekly cycles. 100% of staff engaged in weekly collegial professional learning.
30% increase of Aboriginal students working at stage level.		Students working at stage level continues to improve.
NAPLAN shows an 8% increase in students working in higher bands.		We are yet to achieve this target.
75% students demonstrate at least 12 months growth in literacy and numeracy on NSW literacy and numeracy progressions		Students are demonstrating positive growth with our scaled average growth being greater than the region and state in most areas.

Next Steps

Learning and Support Teacher and Instructional Leader to build capacity of class teachers in Minilit and Multilit.

All teachers K–2 implement targeted early numeracy strategies within the mathematics block.

Strategic Direction 3

WELL-BEING: Fostering and promoting an environment where students thrive and connect to their learning.

Purpose

Promote student wellbeing to ensure optimum conditions for student learning across the whole school through authentic and effective PLPs supported by Learning Maps. Developing mindfulness practice to give children the skills to settle and calm themselves and develop focus; building resilience by helping children manage difficult thoughts and emotions. To create the capacity to change impulsive reactions to thoughtful responses.

Overall summary of progress

The introduction of mindfulness and growth mindset practices has further engaged students in their learning. Introducing project based learning through a science lens has supported deeper learning for all students, increasing knowledge and capability. Classes are engaging and respectful whilst developing a greater student voice in the learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students participate in the Learning Maps and PLP meetings. PLPs can be discussed, understood and acted upon by students.		New system welcomed by students and display enables families to review student progress at any time
Percentage of parents actively involved in school life increases by 10%		We have an increase of parents in the canteen and on the P&C. Parents continue to become increasingly engaged in school life.
Implementation of mindfulness program across the school.		Excellent engagement and confidence building for most students. This program will repeat in 2019.
PBL data demonstrates an increase in positive behaviour practices across the school.		Students reflect the school values of being a safe, responsible and respectful learner. PBL language is evident across the school and is effective in creating a calm learning environment.

Next Steps

Project based learning will continue to be a focus for building on student strengths and engagement. 2019 will see the implementation of Mindfulness journals for students across the school and the refinement of the use of learning dispositions in line with our school values and the continuation of Positive Behaviour for Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$132,142	<p>Employment of an Aboriginal Education Officer and an Aboriginal Student Support Staff member continues to be beneficial in supporting student learning.</p> <p>The cultural centre is on track to be in full usage for 2019. Aboriginal studies and being open to visiting schools are 2 of the plans for the room. It has also become a comfortable place for community members to gather so we will expand on this aspect in 2019.</p>
Low level adjustment for disability	\$73,932	<p>All students identified as needing learning support are showing growth in learning.</p> <p>Liaison with high school detailing specific student needs in 2019 and for transition. Extra transition support in place for students requiring a more intensive introduction to high school.</p>
Quality Teaching, Successful Students (QTSS)	\$8,641	Time formalised in timetable for 2019.
Socio-economic background	\$130,152	Employment of extra classroom support and transition teacher has proven to be of benefit to student learning and engagement across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	24	24	19
Girls	32	22	24	13

School enrolments increased during the year and the school population went on to be 42 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	88.8	90.5	82.2
1	90.4	92.8	90.9	89.7
2	94.2	89.1	87.8	81.4
3	89	89.7	91.5	81
4	90.1	91.9	82.4	85.8
5	94	87.9	93.6	75.4
6	89.3	94.2	87.2	82.9
All Years	91.3	91.1	89.5	83.2
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 is monitored week 4 and 8 each term with notifications re attendance concerns relayed to families. All students with positive attendance patterns are eligible for an attendance reward each term. Ongoing attendance concerns are referred to the Home School Liaison Officer for departmental intervention.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Tabulam Public School staff comprises of 20% Aboriginal personnel with additional Aboriginal staff employed on a casual basis to support academic, cultural and social programs..

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	20

Professional learning and teacher accreditation

All staff continually engage in Professional Learning to support student learning and the Performance and Development program with their supervisors. The teachers at Tabulam Public School are involved in the accreditation process and must continue to engage in Professional Learning to maintain their Accreditation.

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	323,616
Revenue	1,137,381
Appropriation	1,105,775
Sale of Goods and Services	2,434
Grants and Contributions	26,557
Gain and Loss	0
Other Revenue	0
Investment Income	2,616
Expenses	-1,151,909
Recurrent Expenses	-1,151,609
Employee Related	-1,000,818
Operating Expenses	-150,791
Capital Expenses	-300
Employee Related	0
Operating Expenses	-300
SURPLUS / DEFICIT FOR THE YEAR	-14,528
Balance Carried Forward	309,088

School funds are spent in alignment with the School Plan Strategic Directions. All students are supported in their learning with comprehensive and innovative programs and personnel are employed above the staffing quota to support student learning outcomes. Key initiatives are implemented through the equity funding to increase opportunities and experiences for student learning.

All financial transactions are regularly audited through the NSW Department of Education and Training.

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	586,681
Base Per Capita	9,282
Base Location	33,455
Other Base	543,945
Equity Total	336,226
Equity Aboriginal	132,142
Equity Socio economic	130,152
Equity Language	0
Equity Disability	73,932
Targeted Total	0
Other Total	126,116
Grand Total	1,049,023

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.

Tabulam Public School regularly performs higher than 'like' schools in NSW. Our small student cohort in each year does not enable NAPLAN graphs to be shown. However, average scaled growth for Tabulam students for 2018 is higher than the region and the state in all areas except grammar and punctuation.

Tabulam Public School regularly performs higher than 'like' schools in NSW. Our small student cohort in each year does not enable NAPLAN graphs to be shown. However, average scaled growth for Tabulam students for 2018 is substantially higher than the region and the state.

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.

Whilst student growth is improving we are still working on the Premier's Priority to increase the number of students in the top two bands for NAPLAN.

Parent/caregiver, student, teacher satisfaction

Staff feedback from the Tell them From Me survey indicates that there is a high level of staff satisfaction with the school culture and leadership. Parents and care givers rate the school highly; being welcoming and inclusive with positive values and high expectations. The staff are seen as professional and caring across the community.

Early Action for Success (EAfS)

The Early Action for Success (EAfS) initiative has allowed all staff K–3 to use explicit processes to collect, analyse and report data using the Literacy and Numeracy Learning Progressions. This has led to focused whole class programming and targeted teaching for students in need.

Literacy shows growth towards state expectations in the areas of reading and comprehension. The Instructional Leader has led staff professional learning K–6 around Best Practice in Writing, which will continue to be a focus in 2019 as writing remains an ongoing challenge.

Professional learning opportunities organised through the EAfS state team for Numeracy has supported teachers K–3 in teaching strategies focused on Quantifying Numbers, Additive Strategies and Number Patterns and Algebraic Thinking.

CAPA

Tabulam Public School is very active in the area of the Arts. We have a well–rounded Arts program which includes involvement in the Casino Performing Arts Festival. Students also take part in quality, weekly lessons in areas of Creative and Performing Arts including painting, craft, music, drama, movement and dance. Many of these activities relate to class themes, assembly items and special community occasions, including Easter Hat parade, Senior Citizens week and Christmas craft day. Students also have the opportunity

to take part in the Dance Fever program, Bollywood Dancing and Christmas choir as an extra–curricular activities.

Learning and Support

In–class individual and small group learning programs were developed in consultation with class teachers, students, parents and care–givers and implemented by the LaST throughout the year for targeted Tier 3 students whose literacy learning is 3 clusters or more below those expected on the Literacy Continuum. These programs were rigorously monitored and adjusted at regular intervals. Pre and Post data showed that students receiving extra support improved their overall literacy skills with some students making substantial progress through their targeted literacy progressions on the Literacy Continuum. At regular intervals throughout the year the Learning and Support Teacher met with parents and caregivers to plan, refer, review and monitor individual student health and learning needs. The students on Individual Learning Plans included Tier 3 students, those receiving Integration Funding, those with diagnosed disabilities and those receiving itinerant hearing support. Agencies and services were successfully and regularly accessed throughout the year and included North Coast Community Health, the Paediatrician, School Counsellor, Speech Pathologist and the Itinerant Hearing Support Teacher to ensure that these students and their families were provided with extra support, programs and ongoing access.

Policy requirements

Aboriginal education

Engagement of an Aboriginal Education Officer and an Aboriginal Student Support staff member supported students and their families in the education processes of Tabulam Public School during 2018. Aboriginal Education and the inclusion of Aboriginal Education Policies and perspectives are an integral part of teaching and learning. All teaching and learning programs are developed to contain an Aboriginal perspective and connections to the local community. All classrooms refer to and use Wahluwal language in every day teaching and learning. The school holds weekly Aboriginal Education Committee meetings and includes regular analysis of Aboriginal student data.

The whole school community continues to develop local resources for The Wahluwal Culture and History Centre with all classes producing one resource each term as part of the teaching and learning program. As part of a School Fellowship Project from Schools Plus senior students have planned a Traditional Aboriginal Food series of books with the first 2 books published in 2017. The project will continue to develop books for the series as well as other resources for the Wahluwal Centre.

Parent confidence in school processes and practices remains high as does attendance at school events. Student PLPs to discuss learning targets remain well attended. Parents from the Aboriginal community are

regularly engaged in running the school canteen and assisting in school events.

Multicultural and anti-racism education

Multicultural Education is a mandated perspective across the curriculum areas and Tabulam staff ensure students are exposed to many different cultural opinions and experiences. All staff fulfil the requirement of programming Multicultural perspectives in all areas of the curriculum. Students take part in a number of multicultural activities including: the Multicultural Public Speaking Competition, CWA Country competition, our school Multicultural activity day and NAIDOC celebrations. The school also enjoyed connecting with a number of international visitors to the cultural centre.