

Tallimba Public School

Annual Report



2018



3153

Introduction

The Annual Report for **2018** is provided to the community of Tallimba 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

Tallimba Public School is committed to providing quality education in a nurturing, innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be active, confident participants in a quickly changing global society.

Tallimba Public School is a little school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of fewer than 20 residents. The village serves the surrounding stock raising and crop growing area.

Parents are supportive and have indicated they would like to strengthen welfare programs which overcome some of the disadvantages caused by local environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently, a significant number of enrolments are from low socio-economic families.

There are two full time teachers; a teaching principal and a classroom teacher. A part time teacher is employed three days a week, as well as one part-time Learning Support Officer (SLSO), for two multigrade classes.

For three days per week, the students are organised into stage groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy, and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

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 school is committed to creating a culture of learning with rigorous assessment practices, quality teaching and a focus on student wellbeing to ensure that all students connect, succeed, thrive and learn. Across the school, we commenced the implementation of 'Positive Behaviour for Learning'; establishing our expectations which are used across all settings within the school. The full implementation will take three years. Staff and parents gave feedback on the draft discipline and anti-bullying policies. Strong knowledge of each student ensures that individual learning needs are catered for and learning adjustments are timely. The focus of Visible Learning in 2018 through RIEN's implementation of research-based SCOPE 'thinking about thinking' pedagogy has provided opportunities for staff to familiarise themselves with learning intentions and success criteria and trial/embed them in their classrooms to explicitly describe what students are expected to know, understand and do, and involve their students more in their own learning.

In the domain of **Teaching**, we have focussed on effective classroom practice, using data to drive our teaching and professional learning aligned with our school plan. All teachers have committed to ongoing development and readily participate in professional learning which is targeted to pursue and maintain whole school improvement. As a school, we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers to improve teaching practice. The implementation of a formal process for peer observation using the GROW model (Goal, Reality, Options, Way Forward) allowed reflection of professional practice explicitly linked to the Australian Professional Standards for Teachers and Performance Development Plan goals. The vision is to embed this practice and expand the collaborative practice to include regular Professional Learning Circles (PLCs) where the staff is able to participate in rich discussions around pedagogy and best practice. Collaborative practice has been a key initiative through RIEN and its partnership with School Services who provided strategic curriculum support. This process involved reflecting on current practice. All principals worked together to deconstruct the Geography, History and Science syllabuses. Deep knowledge of each was gained which is reflected in the quality scope and sequences the partnership produced for our small school context. At school staff participate in PDP conversations with their supervisor and regularly reflects on their learning goals. The staff has used NAPLAN, PAT, SENA, benchmarking and point of time classroom assessments to guide their teaching and reflect on student progress. Focus on assessment practice and data collection allows staff to examine trends and future directions.

In the domain of **Leading**, the focus has been on building the capacity of instructional leadership within the school. The staff has had the opportunity to develop their leadership skills by leading professional learning at staff meetings and by filling the principal role while the principal is undertaking professional learning opportunities. Resources and management practices are strategically aligned with our school plan. Opportunities are provided for students, staff and the community members to provide constructive feedback on school practices and procedures through school-based and Tell Them from Me surveys and forum groups. Monitoring, evaluation, and review processes are part of our school practice. The collection and analysis of data are used to plan and implement school-wide programs and support the allocation of resources, directions for professional learning and performance monitoring and reporting. We are proud members of the RIEN professional learning community. Mapping and tracking ourselves on the School Excellence Framework has assisted the school to clarify our priorities in developing within our 2018–2020 School Plan. This will drive improvements in all areas of the school over the next two years. 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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Quality Teaching

Purpose

- To ensure teachers have contemporary content knowledge and implement learning opportunities for students which are engaging and evidence based, using effective quality teaching practices.
- Teachers evaluate the effectiveness of their teaching and use ongoing assessment practices to evaluate and refine teaching practices.

Overall summary of progress

In 2018 there was a focus on developing teaching practice through the Performance Development process with a focus on professional observations aligned to the Australian Teaching Standards. Processes were put in place to allow for teacher reflection on practice with peers using the Goal Reality Opportunity Way forward model. (GROW model). Feedback from participants in this process was positive with teachers indicating that it was an excellent opportunity for staff to have collegial conversations about what they do and how to improve practice. Staff also undertook Professional learning in Building Blocks for Numeracy, The Learning Progressions, Best Start Kindergarten, SCOUT and SCOPE which incorporates current research into Learning Clarity, powerful feedback and collective efficacy to improve practice.

The RIEN network worked collaboratively to unpack the syllabus within specific Key Learning Areas and develop scope and sequences around Geography, History, and Science.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool.		Teachers completed the self-assessment tool in early Term 4 as part of their professional development process. Data from this will be used to inform 2019 Performance Development Plans.
• Teachers are reflecting on practice and achieving goals set in their Professional Development Plan (PDP).	\$1000	Teachers reflected on their practice through the GROW peer observation process which was linked directly to the Australian Teaching Standards. This process took place formally two times as part of the Performance Development process.
• A sustainable collaborative practice system is embedded across the Rural Innovative Educators Network (RIEN).	\$3080	All principals of the RIEN network worked collaboratively with Educational Services to develop a deeper understanding of the mandatory curriculum requirements and developed scope and sequences in Geography, History and Science K–6.

Next Steps

In 2019 we will continue to strengthen teacher quality through regular timetabling of collaborative practice. The development of Professional Learning Circles will allow time to focus on improving teacher practice driven by research-based pedagogy.

The RIEN network will collaborate to develop further K–6 scope and sequences, reflect on current practice and create shared future direction for professional learning and share resources to support quality teaching and learning.

Strategic Direction 2

Quality Learning

Purpose

- To provide students with innovative learning opportunities and quality experiences in a school culture which is strongly focused on learning and the building of educational aspirations.
- Promoting resilient, self-directed and adaptable learners, who are accountable for their own learning and achievement.

Overall summary of progress

Teachers have focused on improving their knowledge around forms of assessment. This included familiarisation of the Literacy and Numeracy Progressions as well as Visible Learning. Tallimba Public School invested in the Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) assessments to provide teachers with additional student achievement data to inform future learning, monitor progress and measure growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase of growth in targeted age appropriate levels, as reflected in NAPLAN data and other external data.	<p>\$2000 SCOPE training</p> <p>\$1500 Dylan Williams Conference</p>	<p>75% of Year 5 students achieved at or above expected growth in spelling.</p> <p>100% of Year 5 students showed growth in Grammar & Punctuation, Numeracy, and Reading.</p> <p>The formation of the Stage 2 class supported students with personalised learning, targeting individual learning goals.</p>
<ul style="list-style-type: none">• Increased improvement across the school in aspects of numeracy and literacy as indicated through the continuum/progression data.	<p>\$2000 Literacy and Numeracy Learning Progressions and Best Start for Kindergarten</p>	<p>Baseline data collected to measure the impact of programs from 2018–2020</p> <p>Students not experiencing expected growth in reading will be included in the Macqlit program.</p>

Next Steps

Professional Learning across RIEN will focus on making learning visible for students through the implementation of the SCOPE 'Thinking about Thinking' pedagogy. Strategic curriculum support will continue. The focus will be on gaining a deep knowledge of and developing a scope and sequence for the Personal Development, Health and Physical Education (PDHPE). The focus will continue to be around assessment with a review of assessment across the school. Teachers will utilise learning around the learning progressions to assist students with goal setting, supporting them to monitor and reflect on their own learning.

Teachers will develop Individualised Learning Plans for students based on quality assessment data. Students will be grouped according to ability in literacy and numeracy. The Macqlit program will be introduced as a targeted intervention in reading. Staff will be involved in the 'Additive strategies' professional learning.

Strategic Direction 3

Wellbeing for Success

Purpose

- To ensure every student is equipped with the social, emotional and physical skills that will empower them to connect, succeed and thrive in our ever-changing challenging world.

Overall summary of progress

The focus during 2019 has been the implementation of Positive Behaviour for Learning (PBL). Two staff members attended universal training. All staff are involved in the PBL team which meets fortnightly. The Assistant Principal PBL visited our school twice during the year to lead professional learning. We have gathered baseline data using the school evaluation tool (SET), established an action plan and a school matrix around our school expectations of respect, responsibility and citizenship.

The school was also involved in the 'Got It' program which is a mental health initiative run by Murrumbidgee Health. During the Term 2 Staff Development Day, all staff undertook training to become 'Friends' program facilitators. The program ran across the school throughout Term 2.

The discipline and anti-bullying procedures were reviewed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase in attendance rate.		Our attendance rates have remained consistent with previous years and are in line with other schools of a similar size across the state.
<ul style="list-style-type: none">Improved students behaviour and engagement across the school.	\$3000 PBL training \$ 1000 Anti-bullying Conference	<p>As the electronic behaviour recording EBS and reviewed discipline procedures only commenced in Term 2. The school is gathering baseline data in regard to behaviour and engagement.</p> <p>A sample of student responses from the TTFM survey reflect student engagement are as follows;</p> <ul style="list-style-type: none">*100% of students indicated they had a positive sense of belonging.*83% of students indicated they had positive relationships with teachers, staff and fellow students.*100% of students value student outcomes.*100% of students indicated they were interested and motivated at school.

Next Steps

In 2019 will continue to implement PBL, review school procedures, and re-establish a student voice within the school. The wellbeing framework school assessment survey will inform future directions. Staff will familiarise themselves with the new PDHPE syllabus and its approach to the programming of mandatory policies e.g. Child protection. Regularly review behaviour data as part of our PBL processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Staffing .2 = \$20 823 Flexible Funding \$ 3699	All students with low–level learning disabilities received targeted learning support in classrooms with School Learning Support Officer support. Intervention programs were on an individual or small group basis within the k–2 setting. Years 3–6 were catered for by an additional classroom teacher who ensured Individual Learning Plans were developed for targeted students to address individual needs. External agencies were sourced to address individual needs.
Quality Teaching, Successful Students (QTSS)	Staffing 0.044 = \$ 4 581	Teachers were released to facilitate peer observation rounds and collaboration to refine and enhance classroom practice.
Socio–economic background	Staffing 0.100 = \$ 10 411 Flexible \$ 8927	Students from low socio–economic backgrounds were provided with increased learning opportunities to improve learning outcomes through the provision of an additional teacher to reduce class sizes and provide targeted teaching three days per week. Additional school–based funds used to facilitate this program.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	11	11	11	12
Girls	8	12	13	12

Enrolments at Tallimba have remained steady in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89	94	97.2	92.3
1	90.1	89.9	92.1	94.7
2	94.1	92.3	88.3	93.1
3	84.6	92.3	88.2	95.3
4	90.4	90.7	95.2	90.5
5	93.4	96	89.2	95.3
6	90.8	96.7	93.5	87.9
All Years	90.8	92.9	92	93.4
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

The school has systems in place to manage non-attendance of students. Student absences are followed up by classroom teachers through phone calls home. Patterns of non attendance are managed firstly by the classroom teacher, and then escalated to the Principal and Home School Liaison Officer if improvement of attendance is not evident. Meetings are held between parents and other relevant personnel to discuss reasons for non attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*Full Time Equivalent

Tallimba Public School does not currently have any staff of Aboriginal or Torres Strait Islander background.

As of Term 1, 2017, the school had one teaching principal, one classroom teacher and a part-time teacher three days per week.

The teaching staff were supported part-time by a School Administration Manager, a Student Learning Support Officer, a General Assistant, and school cleaner.

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

All teachers participated in a range of professional learning activities throughout the year which reflected the identified learning needs of individual staff members and the school's strategic directions.

Teachers completed professional learning in mathematics (Building Blocks for Numeracy), writing, forms of assessment, the use of the Literacy and Numeracy progressions, SCOUT, and PBL universal training. They also attended the anti-bullying conference and SCOPE training.

The principal attended the Principal's Induction Conference, Network and Hub meetings as well as school planning meetings with the DEL, PSL and WHS consultant. Other mandatory training completed involved SAP and eFPT.

All staff completed mandatory training requirements in Code of Conduct, anaphylaxis, emergency care, child protection, and workplace health and safety.

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	37,590
Revenue	487,778
Appropriation	481,812
Sale of Goods and Services	0
Grants and Contributions	5,852
Gain and Loss	0
Other Revenue	0
Investment Income	115
Expenses	-488,544
Recurrent Expenses	-488,544
Employee Related	-452,757
Operating Expenses	-35,787
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-766
Balance Carried Forward	36,824

The Principal and School Administration Manager work closely together to ensure the school's budget stays on track and that the school's governance structures to meet financial policy requirements. The combined Equity loadings Funding of \$31,234 funded a classroom teacher three days per week.

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	429,210
Base Per Capita	4,641
Base Location	12,350
Other Base	412,219
Equity Total	43,860
Equity Aboriginal	0
Equity Socio economic	19,338
Equity Language	0
Equity Disability	24,522
Targeted Total	0
Other Total	4,594
Grand Total	477,665

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.

Due to the small cohort of fewer than ten students, specific information regarding student results at Tallimba Public School cannot be shared.

In 2018, five Year 3 and four Year 5 students participated in the Literacy and Numeracy tests. Results relating to individual performance have been shared with parents.

Results showed a 10% improvement of students scoring in the top two bands for reading and numeracy.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

The Tell Them From Me (TTFM) Survey is an evaluation system for measuring student engagement, wellbeing and classroom climate, and other factors known to affect learning outcomes. Information is captured from students in Years 4–6 to guide decision-making for school planning and ultimately increase student achievement.

Students in Years 4–6 completed two surveys throughout the year to gauge student engagement and satisfaction. Results indicated the following:

*100% of students indicated they had a positive sense of belonging.

*83% of students indicated they had positive relationships with teachers, staff and fellow students.

*100% of students value student outcomes.

*100% of students indicated they were interested and motivated at school.

Parent Satisfaction

Eight families completed feedback sheets at the term 4 P&C meeting to gauge overall satisfaction and drive future direction at Tallimba Public School.

*100% of parents indicated that they felt supported and valued.

*100% of parents indicated that they had the opportunity to contribute to decision making with teaching staff to benefit their child's progress and welfare.

*95 % of parents indicated that they had the opportunity to collaborate with other parents and staff to improve student learning outcomes.

*100% of parents surveyed indicated that the school expectations were an important part of the school's identity.

*60% of parents indicated that they felt informed and able to support their child's learning at home.

*95 % of parents indicated that they are informed of upcoming events at the school.

Parents were also consulted around what the school does well and what we could do to further improve. They indicated that they valued music and art programs as well as the opportunity to participate in events such as Education Week. They also indicated that parent-teacher communication was a strength. They would like to see external providers such as speech therapists brought into the school setting to work with students.

Teacher Satisfaction

Staff surveys indicate high levels of satisfaction. Staff highlight a strong learning culture with high levels of collaboration which allows teachers to discuss strategies to increase student engagement as well as develop common learning opportunities. The introduction of the GROW model of peer observation received positive feedback with comments like *'The classroom observation process was an excellent opportunity for Tallimba staff to have collegial conversations about what we do in the class and why. It was great to listen to and share teaching ideas in the time given for discussion.'* All staff felt supported in their role and confident in their ability to provide quality teaching and learning activities which cater for

Policy requirements

Aboriginal education

Tallimba Public School shows commitment to Aboriginal education by ensuring the cross-curriculum priority of 'Aboriginal and Torres Strait Islander histories and cultures' is embedded within its teaching and learning programs. During NAIDOC week Aboriginal culture was celebrated through literature and art.

Multicultural and anti-racism education

In response to the cultural diversity of NSW, Tallimba Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff. All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. A trained staff member fulfils the role of Anti-Racism Contact Officer. Teaching and learning programs promote an understanding of our multicultural heritage. Our students are involved in ANZAC and Remembrance Day ceremonies as well as activities such as sporting carnivals and events, Harmony Day and RIEN Key Learning Area themed days.