

Tingha Public School Annual Report



2018



3218

Introduction

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

Melinda Partridge

Principal

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Message from the Principal

2018 was an extremely busy and productive year for everyone in our school community.

Our staff, students and community continued to embrace our school motto of 'Totally Proud and Strong' and our Positive Behaviour for Learning (PBL) core values of; Strong, Proud, Respectful and Safe.

A big congratulations to our students for their ongoing efforts and achievements in 2018. Their commitment to their learning is evident from the progress and growth they made in all areas of their schooling this year.

Tingha Public School has a strong tradition of high quality teaching and learning. In 2018 the school's 'Visible Learning' journey continued with focus being placed upon increased teacher clarity. This occurred through the explicit use of learning intentions, success criteria, learner qualities and describing the learning process by relating it to a learning 'pit'. Early Action for Success remained a key initiative to support student's literacy and numeracy progress in the early years.

Positive interactions between parents, staff and students resulted in a cooperative, dynamic and welcoming atmosphere being sustained within the school.

Thanks must be given to the teaching and administration staff, School Learning and Support Officers, General Assistant, Aboriginal Education Officer, chaplain and cleaner for the ongoing support, effort, dedication and care they displayed to the students and the school.

Thank you to our small P&C for their continued support and efforts in fundraising and positive promotion of the school. Our biannual P&C fete was once again well attended and a key event within the community.

Our P&C canteen continued to operate five days a week. An efficient canteen manager oversaw it's operation. The manager was also supported by numerous volunteers and I thank them for donating their time to the school.

The support provided to me as the Principal in 2018 was greatly appreciated. Tingha Public School has a very proud history and it has been rewarding to work in a school that is focused on providing all students with the best educational outcomes.

I certify that the information in this report is the result of a rigorous school self-assessment process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Melinda Partridge, Principal

School background

School vision statement

At Tingha Public School we are a family that loves and values our school community.

Our staff is committed to fostering emotionally intelligent students. Teachers daily engage all students in high quality learning and teaching practices in a nurturing and inclusive environment.

Our students apply a range of skills, knowledge and understanding to be proud, strong, safe and respectful citizens in an ever changing world.

Our parents, and the wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

We have a positive school culture that values lifelong learning.

School context

Tingha Public School is a rural school, situated within a small community 26 kilometres from its main service town, Inverell. Tingha Public School proudly sits on Gomeri country. The school has 55 students, with 83% who identify as Aboriginal. The school is committed to providing a well-rounded education which fully develops the capabilities of all students.

The school provides our dedicated staff with valuable professional development to ensure all students learn in quality environments. Tingha Public School is committed to implementing high quality evidence based practices to extend student achievement. The school works in partnership with the Sapphire Community of Schools to implement research based 'Visible Learning' strategies to enhance student outcomes.

Students of Tingha Public School are encouraged to succeed and celebrate achievements. Our school has a strong focus on developing the students' emotional intelligence. Explicit teaching of positive behaviours for learning aims to engender in students a sense of pride, self-worth and purpose. The schools' Positive Behaviour For Learning (PBL) core values are Proud, Strong, Safe and Respectful.

Tingha Public School encourages active partnership within the school and wider community. We value the participation of parents and community members in sharing in the education of their children at every opportunity.

Our dedicated staff are committed to working with families to equip students with the skills and confidence to become positive and active citizens of the school, Tingha and wider community.

Tingha Public School is a very caring and supportive learning environment which is student focused.

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 (SEF), school achievements and the next steps to be pursued.

This year our school undertook self-assessment using the SEF. 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.

Time was dedicated for executive and teaching staff to analyse our school plan and evidence of impact against the SEF. This was an opportunity to explore this document on a deeper level and identify areas for continued progress. The staff had numerous opportunities to revisit the SEF and map progress against it, with supporting evidence, at various times during the year.

In the domain of Learning, our efforts primarily focused on learning culture, wellbeing, curriculum and assessment. There was a commitment demonstrated by all the staff to create a positive, engaging and productive learning culture throughout the school. The implementation of Positive Behaviour for Learning (PBL) clearly articulated student behaviour expectations. The staff and students applied a number of strategies to support students' emotional intelligence and overall wellbeing. This strengthened the positive and respectful relationships already evident in the school and supported

the understanding of the importance of wellbeing. All students had the opportunity to learn in engaging environments to enhance their learning outcomes. Attention to curriculum delivery and the use of contextually relevant strategies for our students' learning was another component of progress this year. All students K–6 had their learning tracked along the new literacy and numeracy progressions. Our school, along with the Sapphire Community of Schools (SCOS), continued to implement Visible Learning strategies, with the support of Corwin (external agency) to further enhance student achievement. Student performance data was interrogated when assessing and reporting on student achievement. Data analysis was regularly undertaken to track student progress and identify trends within the data. We have successfully provided for the participation and contribution of our community in learning at our school.

All areas in the Teaching domain were a focus in 2018. The staff's ability to work collaboratively was enhanced through targeted professional learning opportunities. Staff had numerous opportunities to analyse data to drive student improvement and inform future focused learning strategies. Participation in evidence based learning and development, such as Visible Learning further enhanced staff knowledge and understanding to apply relevant, engaging and challenging strategies to support student achievement. Our Early Action for Success Instructional Leader worked side by side with all staff to develop their literacy and numeracy practices to best meet the learning needs of our students. Staff engaged in professional learning to enhance their ability to engage in coaching conversations to improve student learning outcomes. Staff further developed their teaching practice by participating in professional learning, classroom observations, reflections and feedback cycles to advance their expertise in accordance with the Australian Professional Standards for Teachers.

In the domain of Leading, educational leadership and management practices and processes were our priorities. The consistent and effective implementation of our key strategic directions and milestones during the year was due to the successful practices and processes operational within the school. The leadership team successfully led new initiatives and programs which have further developed the capabilities of the staff to provide a culture of success. The school is committed to working in partnership with the wider school community and local community of Tingha to best support the needs of our students. In 2018, the school continued to work with the Aboriginal Education Consultative Group (AECG) and the Tingha Advisory Committee to implement culturally appropriate learning opportunities for the students. Working with these key stakeholders will remain a focus into 2019.

Our self–assessment processes 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

Aspirational evidence based teaching and learning practice for high expectations of student achievement.

Purpose

A whole school approach to building a shared direction for learning culture is evident. This is aspirational in its expectations of progress and achievement for students, staff and community.

Overall summary of progress

In 2018, all staff undertook professional learning on evidence based practice. This deepened staff knowledge and understanding of the research on what works best for student learning and how this could be applied to their teaching practice to enhance our student learning outcomes. 'Visible Learning' professional learning continued to be delivered by Corwin (external agency). Staff were provided with opportunities to develop their understanding of the importance of explicit learning intentions, success criteria, feedback, learning dispositions and the language of learning. This professional learning had a significant impact on the strategies applied by staff to provide relevant, engaging and challenging learning environments. There has been increased school wide consistency for visible learning strategies as evident in student and teacher language, classroom observations and walkthroughs and teaching and learning programs.

The Performance and Development Framework (PDF) allowed staff to collectively identify two professional learning goals in direct alignment to the school's strategic priorities. Staff identified their own personal goal which targeted their identified area for improvement. All staff goals directly referenced the Australian Professional Standards for Teachers (APST). During this process staff collated quality evidence to substantiate their achievements. Staff also participated in mutually supportive formal coaching conversations about their progress towards their professional learning goals. At the end of all professional learning sessions staff were required to self-reflect against the APST and SEF. The strategic application of the PDF has ensured staff are applying research and evidence based practice in alignment to school priorities.

The consistent approach taken to tracking all student achievement (K–6) along the new literacy and numeracy progressions resulted in close monitoring of student progress. Analysing student data allowed for quality professional dialogue between staff. It also resulted in the identification of trends within the data. The data was used to guide differentiated learning and teaching within the classrooms and learning environments to meet the needs of all of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value adding of student achievement is evident in school based and external formative and summative assessments.	NIL	All students (K–6) have progressed in their learning as evident from their movement along the literacy and numeracy progressions. NAPLAN Value Added Across Years 3–5 and 5–7 increased from 2017.
Student achievement of quality learning outcomes is evident by student progress along the literacy and numeracy progressions.	NIL	All student learning (K–6) in literacy and numeracy was tracked along the progressions. This data was entered on a five weekly basis. Staff developed a deeper knowledge and understanding of the language of the progressions by undertaking professional learning delivered by the Instructional Leader. Staff actively analysed their data to assess their student's progress and identify interventions required to support the learning outcomes for all students. Staff actively engaged in moderation activities to ensure consistency in judgement of student progress in alignment to the literacy and numeracy progressions.
School culture and professional discussion will reflect accessible	\$9912	Staff undertook professional learning, with Corwin, on evidence based practice. This learning included

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
high expectations for student achievement.		<p>Visible Learning strategies to ensure their is increased teacher clarity for lessons. This assisted students to become more self–assessment capable learners. A school based proforma for learning intentions and success criterias was developed and implemented. A 'learning pit' using our school 'Tinny' mascot was developed and made visual throughout the school. A consistent language of learning, including learner qualities, is being developed across the school.</p> <p>All teachers differentiate teaching and learning within their classrooms to ensure all students are making progress at their own level.</p> <p>Staff undertook professional learning on collective teacher efficacy. This has emphasised that as a collective staff have can have a significant impact on student achievement. This knowledge is activated on a daily basis.</p> <p>Parent–teacher interviews provided an opportunity for staff to negotiate and communicate with parents and caregivers their learning expectations. This was also an opportunity to develop personalised learning plans for the students.</p>
Self–monitoring of learning progress reflects optimism and a growth mindset.	NIL	Learning intentions and success criteria have provided clarity for student learning. Students started to articulate what they are learning and believe they can be successful learners. A school wide consistent language for learning started to be established.

Next Steps

All professional learning will continue to be directly linked to the school strategic plan, APST and identified professional learning goals.

All teaching staff, in collaboration with the SCOS, will continue to undertake professional learning as part of the Visible Learning School Impact Program delivered by Corwin. This will continue to build collective efficacy of evidence based practice across the school and community of schools. It will strengthen staff theoretical and practical knowledge of strategies for high expectations classrooms. Progress will be maintained through the implementation of six monthly action plans.

In 2019, the language of learning will continue to be a focus. Learning intentions and success criterias will continue to support students to become self–assessment capable learners. Aligning the school's learner qualities with the PBL core values of Proud, Strong, Safe and Respectful will occur in 2019. The application of the 'learning pit' will enhance the students' understanding of the learning process.

All students (K–6) will continue to have their learning tracked along the literacy and numeracy progressions. Regular analysis of the data by the Instructional Leader, Executive Team and teaching staff will ensure staff are differentiating the curriculum and their teaching strategies to meet the needs of all students.

Standardised tests will be applied at the start and end of the year to measure impact on student growth over the year.

Teachers will continue to engage in self–reflection strategies, as part of the PDF annual review cycle, to identify their impact on student learning and future learning directions.

Staff will continue to undertake curriculum professional learning. This will focus on the new Science syllabus to be implemented in 2019 and the Personal Development, Health and Physical Education syllabus to be implemented in 2020.

Strategic Direction 2

Effective systems, processes, leadership and partnerships that foster a culture of success.

Purpose

Enhanced organisational systems and processes that foster a culture of optimum learning success based upon strategic, positive and respectful alliances and partnerships. This will support a culture of high expectations, continuous improvement, continuity of learning and respect for culture.

Overall summary of progress

Positive Behaviour for Learning continued to be a focus as we aimed to develop the skills required by the students to function as active and informed citizens. The wellbeing needs of our students have been strategically analysed and monitored to ensure students are working towards becoming 'Totally Proud and Strong in a Safe and Respectful way'.

A consistent approach was taken to track student wellbeing. This supported the students to be ready to learn when they walked into the classroom. This approach has also guided the development and implementation of school wide initiatives to best meet the needs of our students.

During 2018, numerous informal and formal meetings, discussions and conversations occurred to negotiate and communicate the strategic directions of the school and identify areas for further development. The school community, wider community and key stakeholders were actively invited to participate in all major school events.

Partnerships with the school and wider community, along with key stakeholders, was strengthened in 2018. The school actively engaged outside government and non-government organisations to support the learning and wellbeing needs of the students. Liaising with the Tingha Advisory Committee supported the successful implementation of culturally appropriate learning programs and initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive, respectful relationships are evident promoting student wellbeing and ensuring optimum conditions for learning.	\$31,120	<p>Positive Behaviour for Learning remained a focus in 2018.</p> <p>School newsletters were distributed widely within the community and local businesses to celebrate student achievement and communicate school success.</p> <p>The use of social media, school news on the local radio stations and the school website provided avenues to celebrate student success at Tingha Public School.</p> <p>Student attendance was recognised weekly with PBL tickets and in five weekly cycles known as 25'ers. This initiative has promoted the positive effect regular student attendance has on academic achievement.</p> <p>Student behaviour data was analysed on a weekly basis through the Sentral online school administration system. This supported the identification of individualised and whole school strategies to support student wellbeing needs.</p> <p>A school administrative officer was employed two days a week as a communication officer to actively promote the school and liaise with parents.</p>
Collective responsibility for	\$2638	Throughout 2018, the school organised a number

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>student learning and success is shared by staff, students and parents.</p>		<p>of events and opportunities to actively involve the whole school community in celebrating the success of the school. These included major events such as Education Week, Open classrooms, Celebration Assembly, Easter Hat Parade, Book Week Parade, NAIDOC Week and Harmony Day activities. Parents, caregivers, community members, key stakeholders and individual SCOS were in attendance at these events.</p> <p>Parent Teacher interviews were strategically scheduled to provide an opportunity for class teachers and parent/carers to discuss the progress and future directions of their child's learning.</p> <p>The school participated in a number of community events including Tingha 's ANZAC Day, Tin Festival and Remembrance Day. This showcased the school's support for the wider Tingha community.</p> <p>The small P&C continued to support the school. Our very successful biannual school fete was held in 2018.</p> <p>The school continued to be supported by the Tingha and Inverell amalgamated AECG.</p>
<p>Learning is informed by sound holistic information about a student's wellbeing and learning needs.</p>	<p>\$13,091</p>	<p>Staff undertook professional learning to gain a greater understanding and knowledge of strategies to support the de-escalation of student's behaviour.</p> <p>Staff were provided with professional reading and learning, which included with Principal, School Leadership, to enhance their understanding of emotional intelligence and strategies to support the development of these within our students.</p> <p>Staff actively worked with all students to build a positive rapport based upon respect.</p> <p>All staff participate in Learning and Support Team Meetings. These occurred on a regular basis and support the identification of strategies to address the learning needs of the students and monitor interventions already in place. This team has been supported by the Home School Liaison Officer, school counsellor and Assistant Principal Learning and Support. This focused on academic as well as wellbeing needs of the students.</p> <p>All staff engaged in targeted professional learning activities that enhance their ability to meet the educational needs of our students.</p>
<p>Implementation of evidence based change results in measurable improvements in wellbeing and engagement to support learning.</p>	<p>\$33,774</p>	<p>Staff undertook professional learning to further enhance their understanding of evidence based change to support student wellbeing and engagement. This learning was supported by strategically seeking assistance from a number of Principal, School Leadership personnel, who had expertise in this area. The regional PBL Team also supported staff in this area.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of evidence based change results in measurable improvements in wellbeing and engagement to support learning.		<p>A behavioural analyst, as an external consultant, was employed to support the wellbeing needs of the students. School wide strategies were identified and staff have actively applied these to support students to ensure they are ready to learn when they walk into the classroom.</p> <p>Staff have continued to undertake professional learning to further assist them to support student achievement. This has been based upon high expectations and evidence based high quality teaching and learning practices that are culturally relevant.</p> <p>Intensive Kindergarten and Year 6–7 transition programs were implemented to support students with this key stage of schooling.</p>

Next Steps

Continue to work with key stakeholders in the Tingha community and outside agencies to support and enhance student wellbeing and academic achievement. This will include government and non–government agencies.

Continue to work with departmental personnel and staff to embed five weekly cycles of impact to build a self–reflective school culture. Positive school and student achievement will be celebrated and communicated on a regular basis.

PBL will continue to be a focus. Explicit lessons linking learner qualities with our PBL values will be developed and implemented in 2019.

Consistent school wide language and signage for learning behaviours will be developed and implemented in 2019.

The Wellbeing Team will continue to identify, assess and monitor the learning needs of all the students on a regular basis. Interventions to further support student achievement will be sought and implemented.

Engage relevant Department of Education personnel to support staff, students, parents and the wider community in fostering a commitment to a culture of success. This will include implementing culturally appropriate learning experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$83,367	<p>This funding employed an Aboriginal School Learning and Support Officer (SLSO) from the Tingha community, to support the Kindergarten Transition Program. This program prepares our prospective Aboriginal students with an understanding of the routines and expectations of Kindergarten. The employment of the local Aboriginal community members provided for valuable local and cultural knowledge. It provided the children and parents with a friendly face who they could relate to.</p> <p>The funding also employed an SLSO to pilot a Year 5/6 boys 'Ignite' engagement program. This program aimed to provide culturally appropriate learning activities that would engage the boys with their learning in the classroom.</p> <p>Funding paid for the salary of our Aboriginal Education Officer.</p>
English language proficiency	\$1705	A speech therapist was engaged to provide one on one support for a student who had English as his Second Language.
Low level adjustment for disability	<p>\$17,863</p> <p>The employment of the Learning and Support Teacher was financed from our staffing allocation.</p>	<p>Funds financed School Learning and Support staff to work directly with individual and small groups of students in classrooms to support their academic learning.</p> <p>Funds employed our Learning and Support Teacher.</p>
Quality Teaching, Successful Students (QTSS)	This position was financed through our staffing allocation.	This small amount of time facilitated additional release time for the Acting Assistant Principal. This time was used to manage student wellbeing initiatives.
Socio-economic background	\$176,711	<p>This funding financed the employment of a variety of staff to facilitate a successful organisational structure throughout the whole school.</p> <p>Funding increased staffing entitlements to minimise disruption to classes and provided consistency for students.</p> <p>The funds employed an experienced staff member in a higher duty capacity. Her role statement included student wellbeing, organisation of major school events and support for the principal.</p> <p>Funds employed a School Administration Officer (SAO) an additional day a week. Her role was to ensure the fortnightly newsletter was circulated on time, contact families about student attendance and undertake duties as directed by the School Administration Manager (SAM).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	43	37	27
Girls	33	33	23	24

School enrolments have been decreasing since 2010. Transiency and a changing demographic in the town has resulted in the decline in enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.3	90.8	93.5	90.9
1	91.9	92.6	91.5	88
2	89.1	91.2	92.5	90.3
3	89	90.7	92.2	85.3
4	85	84.6	90.6	85.5
5	87.7	89.1	91.9	83.3
6	82.9	86	89.2	85.7
All Years	87.7	89.1	91.6	87.1
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

Attendance at Tingha Public School is monitored daily in accordance with school and departmental policies and procedures.

Our 25'er initiative started in 2016. This has resulted in the communication of the positive academic and wellbeing benefits of regular attendance at school. Students who attend 25 days in a row become a 25'er. This is seen as a prestigious achievement and is recognised with a special morning tea.

A School Administration and Support Staff (SASS) employee was engaged to undertake phone calls, complete attendance slips and send text messages (via Sentral) as part of our Attendance Procedures.

Student attendance is monitored by class teachers, Principal and the Learning and Support Team. The Home School Liaison Officer and the Aboriginal Education Officer work closely with families to support student attendance. Individual attendance plans have been developed when necessary.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.5
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.17
School Administration and Support Staff	2.51

*Full Time Equivalent

An Aboriginal Education Officer (AEO) was employed five days a week.

An Aboriginal School Learning and Support Officer (SLSO) was employed five days a week from funding received from the Aboriginal Education Directorate.

A part time (0.6) Early Action for Success Instructional Leader was employed at the school.

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 teaching staff are accredited at a Proficient Level with NESAs.

The Principal is accredited at a Lead Level and is

currently within a maintenance period.

In 2018 staff undertook various facets of professional learning. This involved staff attending courses on and off site, mentoring, presentations in school, focussed staff meetings targeting specific professional learning, online training and individual learning as required. This learning occurred in the following areas;

- cultural awareness
- School Excellence Framework
- school self-evaluation and reflection
- milestones for strategic planning
- quality teaching
- curriculum implementation
- behaviour education
- wellbeing strategies
- learning and support
- Sentral implementation
- PLAN 2 software and tracking using the progressions
- L3 Training for the early years teachers
- professional readings
- Visible Learning with Corwin
- career development opportunities
- Early Action for Success professional learning
- emotional intelligence professional learning
- Managing Actual and Potentially Aggressive (MAPA) training
- trauma informed practice

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	303,914
Revenue	1,327,667
Appropriation	1,304,201
Sale of Goods and Services	-242
Grants and Contributions	22,552
Gain and Loss	0
Other Revenue	0
Investment Income	1,156
Expenses	-1,293,336
Recurrent Expenses	-1,293,336
Employee Related	-1,191,487
Operating Expenses	-101,849
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,331
Balance Carried Forward	338,245

For 2019 funds have been targeted for the purchasing of a range of resources, including those that are culturally appropriate, to support high quality teaching and learning and student engagement. Funds have also been targeted for the employment of additional personnel to support cultural programs and student engagement.

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	743,333
Base Per Capita	11,602
Base Location	14,354
Other Base	717,377
Equity Total	337,134
Equity Aboriginal	115,784
Equity Socio economic	145,254
Equity Language	1,292
Equity Disability	74,804
Targeted Total	11,939
Other Total	166,536
Grand Total	1,258,942

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.

In 2018 Tingha Public School administered NAPLAN online for Literacy.

2018 NAPLAN Value Added Across Years 3–5 and 5–7 increased from 2017.

Due to the small cohort of students at Tingha Public School, privacy protocols prevent the disclosure of specific student data. Parents have been advised of

student results.

In 2018 Tingha Public School administered NAPLAN online for Numeracy.

2018 NAPLAN Value Added Across Years 3–5 and 5–7 increased from 2017.

Due to the small cohort of students at Tingha Public School, privacy protocols prevent the disclosure of specific student data. Parents have been advised of student results.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Due to the small cohort size and to maintain privacy of student details there is no reporting of statistical data from NAPLAN in accordance with the Premier's Priorities: Improving educational results and State Priorities: Better services Improving Aboriginal education outcomes for students in the top two bands.

Parent/caregiver, student, teacher satisfaction

As part of the 2018 school self evaluation process the opinions of parents, community members, students and staff were sought.

The results indicated that the majority of the students believed their teachers care and set high expectations for their achievement. The students appreciated the extra curricular activities, including sporting opportunities with other schools, dress up and themed days, cultural activities and the additional high school transition sessions.

Parents results indicated they understood that the role of the school is to educate their children. They want their children to receive a quality education with a particular focus on literacy and numeracy. The majority of parents feel welcome at Tingha Public School. Areas that were identified for improvement included; excursions and homework. This feedback will be incorporated into 2019 school planning.

Policy requirements

Aboriginal education

Tingha Public School ensures that current policies related to Aboriginal Education and Training are reflected in regular learning experiences throughout the year. This has deepened all students' knowledge, understanding and appreciation of Aboriginal history and culture.

During 2018, the school worked in partnership with the Tingha Advisory Committee to implement culturally appropriate learning experiences for the students. This included a number of on country excursions, implementing a social and emotional wellbeing program and delivery of cultural awareness training for all staff. These activities supported staff to embed local cultural content within their teaching and learning programs. This committee actively supported cultural initiatives in the school.

NAIDOC Week was celebrated with a whole week of cultural learning experiences. Gilgai Public School once again joined us for a fun day of activities that recognised this significant week on our school calendar. A community 'Colour Run' was incorporated into the celebrations for 2018.

An Aboriginal Dance group, from Tingha, performed at the 180th Anniversary of the Myall Creek Massacre. 20 students from Tingha Public School formed part of this group.

Boys were given the opportunity to learn to play the didgeridoo. This resulted in the didgeridoo being played as part of our school's Welcome to Country.

Clontarf students from Inverell High School made several visits to our school and participated in a variety of activities.

Our school continued to work in consultation with the Inverell and Tingha AECG. Our school also supported the Inverell Tingha NAIDOC Week Committee with planning events.

In 2019 the school looks forward to developing a 'Yarning Circle' within the school grounds and pursuing the implementation of a language program.

Multicultural and anti-racism education

The multicultural component of the curriculum continues to expand through many classrooms and school programs. We have a strong focus on the development of an inclusive school community and a racism free environment.

In 2018, classrooms utilised library resources dealing with cultures around the world and students studied integrated units which focused on cultural diversity and understanding.

Our school once again combined with Gilgai Public School to celebrate Harmony Day. This is an annual event and provides a valuable opportunity for our students to interact whilst teaching the importance of acceptance and belonging.

One of our school's PBL values is Respect. In 2018, focus was given to respecting others so they feel valued and treating others as you would like them to treat you. Explicit lessons were taught to strengthen students understanding of what this means and how to put this into action.

Other school programs

Tingha Public School is committed to providing the students with a range of academic, cultural, sporting and social opportunities.

Additional 2018 highlights included:

–kitchen garden program funded by Nutrition Plus. This allowed students to participate in cooking sessions and excursions to a local community garden. Nutrition Plus provided vitamin gummies for the students to support their overall health.

–toothbrushing program facilitated by the Poche Centre from the University of Sydney and supported by Armajun (Aboriginal Health Service). As part of this program students had fluoride varnish applied to their teeth.

–dental and hearing screening was undertaken by Armajun.

–outside agencies, including Armajun, HealthWise and Centacare continued to support wellbeing initiatives within the school.

–leadership opportunities for Year 6 students. These students attended the GRIP Leadership Conference in Armidale to support the development of their leadership capabilities. They also participated in the SCOS Student Representative Council Leadership Days.

–senior students had the opportunity to participate in Primary School Sports Association Trials. This gave them an avenue to demonstrate their sporting prowess and proudly represent the school as well as their zone.

–a Sapphire Smalls School Alliance (SSSA) was created in 2018 with Gilgai Public School, Gum Flat Public School and Delungra Public School. This provided the students with opportunities to mix with students from these schools on a regular basis. The 2018 focus for the SSSA was sport. Swimming, Cross Country and Athletics carnivals were held together. Other sporting gala days were also arranged for the students to socialise with each other.

–the relationship with the students and staff from Radford College in Canberra continued to be strengthened in 2018.

–community involvement included; delivery of veggie bags to the Elders, participation in the town's ANZAC Day and Remembrance Day Commemoration Services and marching in the Tin Festival Parade.

–opportunities for the school community to visit and

engage with the students in the school environment.
This occurred through open days, Education Week,
NAIDOC Week, Celebration Assembly, Book Week
Parade, Easter Hat Parade and the biannual P&C Fete.