

Tirranna Public School

Annual Report



2018



3222

Introduction

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

School contact details

Tirranna Public School
Goulburn-Braidwood Rd
Goulburn, 2580
www.tirranna-p.schools.nsw.edu.au
tirranna-p.school@det.nsw.edu.au
4821 4645

Message from the Principal

2018 saw steady growth in the student population and the continuation and introduction of robust programs at Tirranna Public School.

We implemented whole school programs to support students to feel valued, nurtured and cared for. We continued to successfully implement our PBL program school-wide by promoting the values Responsibility, Respect and Pride. In 2018 we identified the need for a whole school measure of wellbeing and positive culture and as a result introduced a Whole School Reward System that was highly successful.

A highly qualified and cohesive staff worked rigorously to plan and deliver educational opportunities that were engaging, relevant and aimed to inspire students to want to learn. Embedding success criteria and student reflection practices into classroom learning K–6 were part of our journey towards becoming a How2Learn school. Our school has commenced using the Learning Progressions to support student goal setting.

We used rigorous assessment practices to collect and collate student data. The areas of writing, reading and spelling were identified as being areas where improvement was needed. As a result, highly differentiated Learning Support focus groups provided targeted teaching and learning programs in these areas, and significant value-added learning was noted.

Our school embraced being part of the Tablelands Rural Education Community (TREC), a small school learning community. Students, staff and the wider TREC community came together to build and grow effective collaborative partnerships. The TREC community participated in a broad array of highly successful curricular and co-curricular learning opportunities. TREC staff valued meeting regularly to participate in professional learning, particularly to work on the HOW2LEARN Program. Our students and staff also joined the Goulburn Community of Public Schools network participate in curricular and co-curricular and collegial experiences.

2018 was a highly productive year of educational and cultural growth for Tirranna Public School, with all students making steady and anticipated growth in their learning.

Ms J Pryor

Relieving Principal

School background

School vision statement

Tirranna Public School endeavours to provide our students with a learning environment that is safe and nurturing, where learners can flourish and grow as respectful and responsible citizens and learners.

We value providing opportunities for student leadership and building a culture of student ownership of learning. We aim to provide students with a diverse range of engaging learning opportunities that are differentiated across K to 6 to maximise student learning outcomes each and every day. We value ensuring that we know students and where they are with their learning, and endeavour to put in place individualised learning to meet these needs.

We target essential learning across all KLAs whilst supporting students to develop essential skills for lifelong learning and future success. We value each and every member of our whole school community and actively work to build strong and effective partnerships.

School context

Tirranna Public School is a small, well-resourced K–6 school that is located 7 minutes outside Goulburn. The school is strongly supported by the local community and has a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS). Our school works closely with the other small schools in the Tablelands Rural Education Community (TREC) small school network.

It is a school that is an important part of the local community and is part of a long community history. In 2019, Tirranna Public School will celebrate its 150th year.

In 2018 25 K–6 children from 17 families attended Tirranna Public School. The school has a Family Occupation and Educational Index of 101 which indicates medium levels of socio-economic disadvantage.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all students.

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 focused on Curriculum in 2018, and particularly on the area of Differentiation. We believe that we can justify a rating of 'Sustaining and Growing' in this area. Practices have been put in place throughout 2018 to differentiate curriculum delivery to meet the needs of students at their different levels. We used rigorous planned assessment and observation practices to identify students' learning needs particularly in the areas of writing, reading and maths. Adjustments to Learning Support practices/routines and student groupings in English and Mathematics were made to support individualised, targeted learning for all students K–6 and planned adjustments were made. 42% of all students were identified as needing to access learning below or above their grade level. We responded to the needs of learners by adjusting our teaching pedagogy in Mathematics to use active, hands on learning in line with the TOWN and TENS programs. We developed a Mathematics Scope and Sequence, whole school teaching timetable and developed K–6 Mathematics indicators to support differentiation in Mathematics. Data collection and practices inform improved differentiation K–6. K–6 reading group were introduced 3 days per week and led by the Learning Support Teacher. How2Learn implementation commenced in the area of writing and feedback and goal setting practices supported differentiation in the teaching and learning of writing. Our work has ensured that teachers lead explicit and targeted lessons and as a result 100% of students experience planned differentiation across English and Mathematics.

In the domain of 'Teaching' our school focused on Effective Classroom Practice in 2018, and particularly on the area of Feedback. We believe that we can justify a rating of 'Delivering' in this area. In 2018 we have prioritised implementing explicit teaching methods and using evidence-based teaching strategies to improve in the area of Feedback. We have done this by undertaking whole staff Professional Learning in How2Learn and have commenced embedding practices for using 'success criteria' and 'feedback' particularly in writing. These teaching and learning strategies were new for existing

teachers and students in 2018. Our work on using 'success criteria' and 'feedback' led to the majority of Years 3 to 6 students being able to give, receive and apply feedback in writing to improve their learning products. These How2Learn practices are not yet embedded into our daily practices. Evaluation of this has taken place to establish milestone goals for 2019.

In the domain of 'Leading' our school focused on School Planning, Implementation and Reporting in 2018. We believe that we can justify a rating of 'Delivering' in this area. Our school community, staff and families, are aware of our School Strategic Directions. These Directions and how we are implementing these directions are reported fortnightly in our school newsletter, staff and community members are involved in School Planning and establishing milestones. Our progress on milestones and future planning is discussed at P and C as an agenda item and families are given advance notice of this and are invited to attend and contribute. Staff are actively involved in evaluative thinking practices surrounding establishing and monitoring milestones. The leadership team prioritised responding to the needs of staff, students and the community. We implemented new evidence-based practices in mathematics and English. We designed new wellbeing initiatives that prioritised student leadership and student voice. We collaborated across our Small School network on How2Learn professional learning to improve explicit teaching practices. We improved reporting procedures so these were clear and informative.

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

Quality Teaching and Learning

Purpose

Tirranna Public School aims to achieve the goal of implementing 'Quality teaching and learning' school-wide by actively building and sustaining a student-centred learning environment and individualised learning opportunities. We aim to adopt a two-tier approach to achieving this Strategic Direction, by:

1. Establishing positive whole school culture:

We aim to do this by building and sustaining a learning environment that is focused on nurturing the well-being and welfare of each child. We will provide a learning environment where students feel safe and are confident to participate and engage with school opportunities. This will allow learners to feel happy at school and are then more likely to feel successful.

2. Being committed to continuously improving and individualising teaching and learning opportunities for students:

We aim to improve our teacher knowledge of each student using data from a variety of sources, including from meaningful assessments, so we can provide a more individualised learning program for each student. This involves raising the awareness with students and parents about a student's development and progress in learning. We aim to have teaching staff access professional learning that allows them to implement valuable and effective teaching and learning programs.

Overall summary of progress

Our progress towards this goal is pleasing. We have strategically planned our approach to continuously improving our school learning culture and the way we differentiate teaching and learning to meet the developmental needs of our students. Staff have worked collegially and with enthusiasm to achieve notable school-wide improvement in the education we provide for our learners. Our staff are becoming more confident in effectively planning and delivering explicit lessons in mathematics and English. We are routinely using the How2Learn language with our students and they are beginning to understand the value of the the How2Learn rolls for success we are exposing them to. We have put into place informative assessment practices and are better responding to the needs of our learners through differentiation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes and the Literacy and Numeracy Learning Progressions indicators.		<ul style="list-style-type: none">Students were assessed in writing and the Literacy Progressions were used to identify if students were improving at the expected rates. 11% of students were identified as working significantly below expected grade standard. 8% of students were identified as working significantly above expected grade standard. 81% of students were identified as working either at expected grade standard or were above or below in one or two aspects of writing.
The school communicates with and consults with the learning community about student progress and learning growth, individualised goal setting in English and maths and about whole school strategic goals, and the community engages with this. The school will use data to evaluate impact and effectiveness.		<ul style="list-style-type: none">Our school consulted with our community about our reporting system and in reviewing this with our community, changes were made to better communicate student progress with parents. An aspect of this change, included the addition of writing comments for English and Mathematics. These comments were to include personal goals for students. In 2018 we commenced sharing our Strategic Goals with our community in our fortnightly newsletter and included what the school was doing at the moment to achieve our school goals. Parents and families have taken the opportunity to discuss what we are doing with us

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school communicates with and consults with the learning community about student progress and learning growth, individualised goal setting in English and maths and about whole school strategic goals, and the community engages with this. The school will use data to evaluate impact and effectiveness..		and we have received positive feedback about including these goals in our newsletter and also about the positive impact of what we are doing at school on their children. Data handling systems are in place to monitor the impact of these initiatives.
Teachers are supporting students to achieve their individual learning goals in English and maths.		<ul style="list-style-type: none"> The school uses systematic and continuous assessment practices to identify what students know and what they need to learn next. Teachers are using this assessment data and knowledge of students to plan and deliver lessons that are explicit and targeted towards meeting identified needs. Teachers are using our Scope and Sequence documents, the Learning Progressions and the Numeracy Framework mathematics indicators to guide their teaching and learning cycles.
Students feel valued, nurtured and cared for while at school. Student survey data, attendance data and PBL engagement data will be used to evaluate this.		<ul style="list-style-type: none"> Our attendance data demonstrates that we are sustaining high student attendance. Our students are interested in our PBL system and actively participate in this. We identified the need to review our PBL system and will prioritise using student voice when we design our new PBL system in 2019. Our new student Wellbeing and Welfare policy has helped our students understand their rights and responsibilities while at school. A significant amount of time was spent on helping students understand how they can act respectfully and responsibly to look after each other to build an inclusive, safe and happy school culture. As a result of this common understanding of the role of staff and students in relation to our 'traffic light' system, there has been an increase in bystanders acting responsibly and choosing to act responsibly at school. Our student leadership initiatives have had a positive impact on whole school culture.

Next Steps

We are pleased with our progress with our 2018–2020 School Plan and we have a clear vision for 2019. Teachers will continue to participate in How2Learn professional learning and will continue to maintain momentum with implementing this in their classrooms. Staff will continue to establish a culture of high expectations for all students by ensuring that we commit to continuous assessment practices to gain a deep knowledge of our students' learning needs so we plan quality differentiated teaching and learning. We will deeply look at our assessment practices and commence closely tracking student progress against the Learning Progressions. We will use the How2Learn tools of success and our knowledge of quality evidence-based practices for preparing 21st Century learners, to introduce new ways of learning and knowing to students K–6. This will include introducing project-based learning. We will continue to grow positive whole school culture by closely evaluating our wellbeing and student acknowledgement practices, so that we can further prioritise student leadership and student voice.

Strategic Direction 2

Effective Community Networks.

Purpose

Tirranna Public School aims to create collaborative community networks for students staff and families. This will involve working within the TREC, GCops and wider Tirranna Public School and DoE learning networks, to establish a culture of rich and meaningful collaboration. These partnerships will strengthen our collective capacity and ability to provide students with a diverse and relevant range of learning experiences and opportunities that support the social, emotional and cognitive well-being of students.

Overall summary of progress

We are pleased with our progress towards achieving our milestones in relation to this strategic direction. We have implemented systems for tracking the opportunities we offer our students and we evaluate the intended purpose of these. We engaged in regular collegial collaboration within our Small School Network. Our teachers and staff contributed to significant cross-school planning and cross-staff professional learning. Teachers worked together to implement Sharing Days, excursions and enrichment opportunities, designed Scope and Sequences, shared resources and planned collaborative units of work. Students were enriched by being part of the TREC and GCoPs Network as they participated in activities with students from other schools and developed social networks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of valuable opportunities for students through collaboration with learning networks.		<ul style="list-style-type: none">• In 2018 our school identified the need for our students to participate in and have access to a greater range of academic challenges. Our school already had a strong culture of participating in sporting challenges. Introducing greater access to academic challenges/competitions supported our work in establishing a culture of high expectations for students. Our school introduced and held a Small Schools Spelling Bee and gained support for introducing a Small School debating enrichment program to commence in 2019. Our school held a Small School STEM Day.
Extra-curricula learning activities and learning programs across TREC. and GCoPS result in high student engagement.		<ul style="list-style-type: none">• Our staff worked within our Small School network to plan and implement engaging extra-curricular learning opportunities. These opportunities were diverse and we had high student engagement in these extra-curricular opportunities. Significantly, over 80% of students attended the Small School camp to Mogo. Over 85% of students attended the STEM Day and 40% of students qualified as a finalist to participate in the TREC Spelling Bee in 2018. 52% of eligible students participated in the extra-curricular music and performance opportunity GCoPs Concert.
Increased student/parent satisfaction with school and network initiatives. This will be measured through student and parent surveys.		<ul style="list-style-type: none">• Parent engagement was tracked throughout 2018 and this data showed an increase in parent involvement in school activities. We are continuously looking for ways to better support our community so parents, students and staff feel connected to our school.

Next Steps

Our school will review the opportunities we offered our students in 2018 and will make deliberate and planned decisions

about the opportunities we offer our students in 2019. We will ensure that we are being highly responsive to the needs of our students and will provide opportunities that are, at a minimum, equal to those offered by larger schools. We intend to introduce debating and public speaking programs across our Small School Network (TREC). We will make sure that our student have access to the Premier's Reading, Spelling and Speaking Challenges in 2019. Staff will continue to undertake professional learning with TREC, particularly in the area of How2Learn and to develop the leadership capacity of our teams. Our school will continue to consult with our community and will seek satisfaction data to support our planning. We will continue to engage our community in school activities and will invite parents and families to be actively involved in the goals of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$2,499	This funding was used to target students identified as needing additional support or extension. The Multi-lit program ran in Term 1, supporting 2 students in reading, writing and spelling. In Term 2, Term 3 and Term 4 students K–6 were assessed in reading, writing and spelling, and Targeted Reading, Writing and Spelling Groups were established. All students K–6 participated at their level. This included providing Enrichment for identified GAT students.
Socio-economic background	\$1,719	This funding was used to target students identified as needing additional support or extension. The Multi-lit program ran in Term 1, supporting 2 students in reading, writing and spelling. In Term 2, Term 3 and Term 4 students K–6 were assessed in reading, writing and spelling, and Targeted Reading, Writing and Spelling Groups were established. All students K–6 participated at their level. This included providing Enrichment for identified GAT students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	11	10	6	13
Girls	7	6	6	11

The school's enrolment at the commencement of 2018 was 18 students. At the conclusion of the year student enrolment had increased to 25 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.9	94.3	92.5	89.5
1	97.8	100	100	89.7
2	83.5	100	89.2	90.8
3	93.6	90.8	100	74.5
4	90.7	93.3	91.4	93.4
5	96.2	87.1	88.6	89.1
6	93.4	93.9		88.2
All Years	91.9	93.7	92	87.7
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		92.5
All Years	94	94	94	93.4

Management of non-attendance

Parents and students are regularly informed of attendance requirements. Our school communicates information about our school's attendance procedures and policies initially via the fortnightly school newsletter and in the Parent Handbook. Our school newsletter is uploaded to our school website and sent to parents both as a hardcopy and via the Skoolbag App. In these documents we clearly outline:

- procedures for notifying the school of the reason

for non-attendance

- information about unjustified reasons for non-attendance
- information about the legal requirements of parents in relation to school attendance
- information about the DOE policies and procedures that the school must follow for low attendance
- information about the importance of regular school attendance for students to achieve their full potential

When students are identified as being at risk of not meeting the DOE minimum attendance standard or the attendance is below the minimum standard, our HSLO and Learning Support Team collaborate with the student and family to improve attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.08

*Full Time Equivalent

We do not have any staff members who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Our school's planned professional learning funds of \$4,013 were allocated across eight members of staff. These funds were applied to Department of Education endorsed courses. These aligned with our school Strategic Directions and PDP goals. Two full casual days were allocated to staff planning for data handling and orientation to the Learning Progressions. Two members of staff attended Plan 2 and the Literacy and

Numeracy Progressions PD. These professional learning opportunities oriented teaching staff to Plan 2 and the Literacy and Numeracy Progressions which supported us to move forward with our planned assessment practices and differentiation practices. A member of staff attended two Berry Street Education courses. This influenced the design of our wellbeing practices. Staff with additional roles attended specialised training in library, Learning Support and Website Management. Staff participated in HR and Finance training. Professional Development Days were used for mandatory training, whole staff school planning and How2Learn professional learning. All staff participated in all mandatory training.

All staff have achieved Proficiency in Teacher 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	50,033
Revenue	353,877
Appropriation	337,154
Sale of Goods and Services	69
Grants and Contributions	15,888
Gain and Loss	0
Other Revenue	0
Investment Income	766
Expenses	-349,667
Recurrent Expenses	-349,667
Employee Related	-308,164
Operating Expenses	-41,503
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,209
Balance Carried Forward	54,242

Our school held the funds for the Goulburn, Crookwell PSSA. \$18,520.04 in PSSA funds were carried forward into 2019. \$2,499 QTSS funding was combined with our Social-Economic Background flexible funding \$1,719 and low-level adjustment for Disability Flexible Funding \$3,844 to provide our Learning Support

teacher with an additional half a day of Learning Support per week. \$4,500 in funds were received due to our school's involvement in the 2018 DoE Catalyst Lab project.

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	270,513
Base Per Capita	2,320
Base Location	1,440
Other Base	266,752
Equity Total	16,879
Equity Aboriginal	906
Equity Socio economic	1,719
Equity Language	0
Equity Disability	14,255
Targeted Total	0
Other Total	26,771
Grand Total	314,163

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 sample size, NAPLAN literacy results cannot be published or analysed without identifying the students.

Due to the small sample size, NAPLAN numeracy results cannot be published or analysed without identifying the students.

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.

.Due to the small sample size, Additional State results cannot be published or analysed without identifying the students.

Parent/caregiver, student, teacher satisfaction

Significant value is placed on student, staff and teacher satisfaction. In 2018 we measured this satisfaction through student attendance, by collecting family engagement data and by seeking feedback from staff. A year of data was collected, reviewed and evaluated. Student attendance is being sustained at a high level. Our families have demonstrated increased participation at school events, particularly at school assemblies and family fun days such as at our Spring Picnic. Our parents have shared their positive feedback with us and have mentioned that they like that we include photos in in our newsletter, that our assemblies are enjoyable because our students lead these and because our students share/show their work and talk about their learning, and parents have commented that they appreciate that we are sharing our school's Strategic Directions and what we are doing to achieve these, in our newsletter.

Policy requirements

Aboriginal education

Our school is committed to Aboriginal education. We participated in a Small School NAIDOC awareness day in 2018 and worked closely with 4 Small Schools on a collaborative unit of work about Australia as a Nation. Our students participated in significant teaching and learning about early Australia. Students were involved in a number of class discussions and critical debates about the issues raised and gained a deeper understanding of a range of perspectives.

Multicultural and anti-racism education

Students at Tirranna Public School experience weekly PBL lessons about pride, responsibility and respect. Students lead these lessons by contributing ideas and opinions about the weekly focus. Students discuss themes of acceptance, kindness, mindfulness and inclusivity on a weekly basis. Anti-racism education was a critical part of our Australia as a Nation unit of work.