Tumbarumba Public School

Annual Report

2018

3275

Introduction

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

Jennifer Lumsden

Principal

School contact details

Tumbarumba Public School

Murray St

Tumbarumba, 2653

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

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

6948 2048

Message from the Principal

In 2018, Tumbarumba Public School celebrated the significant milestone of 150 Years of public education in the town of Tumbarumba. The entire community came together in October to welcome ex students, families and staff who travelled from around Australia and overseas to honour the importance of the education at Tumbarumba. Our present students and staff were integral in connecting the past, present and future of education at Tumbarumba Public School. We continue to look forward to creating citizens prepared for the challenges of the 21st century.

School background

At Tumbarumba Public School we aim to achieve excellence in teaching, learning and leadership to provide the best possible education to every student. We provide challenges and opportunities which enable our students to become innovative, creative and responsible members of society.

School context

Tumbarumba Public School is set in the western foothills of the Snowy Mountains, within the vicinity of the regional centre of Wagga Wagga. Tumbarumba is a vibrant, active and diverse community which serves the needs of a range of industries including agriculture, forestry and tourism. The school fosters engagement at all levels and values its strong community partnerships. The school caters to a broad range of socio– economic backgrounds including 23 Aboriginal 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 Staff from 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.

Staff joined together to evaluate progress in 2018 against the elements of the School Excellence Framework, identifying and discussing evidence from their own practice which they felt supported their judgments. In the domain of **Learning** we have addressed descriptors between Delivering and Sustaining and Growing, focusing on tracking and monitoring individual student progress in literacy and numeracy, using the information to differentiate and engage students at their point of learning. Parents have closely engaged with staff and students in developing Education Learning Plans to achieve student growth using evidence based learning strategies. All Early Stage 1 and Stage 1 teachers are successfully embedding L3 (Language, Literacy and Learning to increase achievement in reading and writing. Transition programs are developed in close collaboration with schools ensuring a strong flow of information between families and the school and the development of meaningful activities to support these steps in their child's future. Tumbarumba PS approaches student wellbeing in an innovative and flexible way to create programs to support students in achieving their potential. The introduction of a heavy work program, breakfast club, sensory room, vegetable garden are all part of a range of strategies to support students in accessing education at their point of need against the embedded Positive Behaviour Framework.

In the domain of **Teaching**, systems have been developed to allow teachers to collaboratively analyse, plan and deliver student learning resulting in a majority of on–balanced judgements Working Towards Delivering and Delivering. A whole school focus on using data effectively has been supported by professional learning delivered by CESE and resulted in increased consistency in the use of evidence based practises from K–6. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Continual improvement of staff is monitored and supports the achievement of the school plan. One staff member achieved accreditation at Highly Accomplished Teacher and is supporting other staff in their journey towards self improvement.

The domain of **Leading** judgements of Delivering and Sustaining and Growing were identified as systems are developed with a focus on implementing models of distributed leadership to build teacher and student capacity. Teachers identified their personal areas of development and were provided with opportunities to share their knowledge with staff in professional learning. Staff used Consistent Teacher Judgement activities to benchmark student performance and opened their classrooms in peer teaching structures to successfully work collaboratively together to deliver student learning. Implementation of new systems of management in Finance and Human Resources has demanded high levels of commitment from all staff to develop the skills for effective use. Implementation of a program to clarify Leadership and implement the School Plan will have a positive effect in 2019.

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

High Quality Learning

Purpose

The whole school community is committed to high expectations in continual student growth, through implementing evidence–based improvement measures, curriculum planning and student wellbeing programs. Our school environment enables every student to become creative, innovative and engaged learners using data to monitor student achievement.

Overall summary of progress

Additional staffing enabled teachers to use Release from Face to Face in collaborative analysis of student progress and plan for targeted evidence based learning activities. Teachers identifying increased number of students achieving minimum proficiency in Literacy and Numeracy using summative and formative assessments. Professional Learning in staff meetings and staff Development Days focused on use of Learning Intentions resulting in an increase of teachers using Learning Intentions to focus student attention and attainment of new skills and strategies. In 2019, peer observations in classrooms will focus on teachers improving the consistent use of learning intentions and student and teacher feedback.

Executive attended Professional Learning in implementation of Learning Progressions. This was followed by delivery of Professional Learning on using the Learning Progressions in 2018–19 to lead planning and assessment of student progress. Kindergarten executive attended Professional Learning on using the new Best Start assessment tool and PLAN 2 in preparation for Kindergarten Best Start assessments at the beginning of 2019.

Student Wellbeing programs were reviewed by the LST team including the use of PBL data to identify areas for improvement of delivery of initiatives to increase student engagement. The introduction of a Heavy Work program to targeted students was monitored with benchmark data and teacher surveys to measure impact showing increased focus and regulation by students when returning to classrooms. The trial of a Breakfast Program following analysis of the results of student surveys was introduced one day a week aimed at increasing students readiness to engage in learning at school. Review of student participation and teacher observations showed positive use by students including targeted students. PBL surveys reviewed teacher response to student behaviour and adjustments to PBL systems. Implementation of The Centre of Effective Reading focusing on reading intervention for students in Years 5 and 6 showed strong increase in reading fluency and comprehension. This program to be continued into 2019. Regular SLSO meetings with LST team increased communication and ability to meet SLSO needs to further support students on Integration Funding and targeted for learning support and behaviour management. Trial of whole school Wellbeing Program developed by LST leader in term 4 introduced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students show a minimum of one years growth for one years learning in in all Key Learning areas including Literacy and Numeracy.	Professional Development in L3 and formative, Focus in reading and evidence based learning. 12 x casual days for 3 teachers in L3 plus course costs.	Professional Learning in evidence based strategies to increase individual student achievement. Increase to 50% of students achieving proficiency K–6. Strong increase in Early stage 1 and stage 1 due to detailed monitoring and recording of student data.
100 % staff using evidence from formative and summative assessment data to guide differentiated student learning.	Internal PL on utilising standardised and school based assessments at school.	Increase in staff K–6 using formative and summative data on a daily basis to guide decision in teaching and learning.
Improved levels of wellbeing and engagement: Increase proportion of students achieving above minumum proficiency.	LST entitlement .5 teacher supplemented by .1 from Low Level adjustment for Disability and supplementation of additional LST.	Students identifying school values and utilising wellbeing initiatives. Students participating in engagement initiatives provide by school LST staff.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Improved levels of wellbeing and engagement: Increase proportion of students achieving above minumum proficiency.	Low Level	Students identifying school values and utilising wellbeing initiatives. Students participating in engagement initiatives provide by school LST staff.
10% increase of students achieving minimum proficiency.		10% of students are recording results in NAPLAN in the top two bands which has remained stable since 2017..

Next Steps

Effective Teaching and Learning Strategies Commencement of Curiosity and Powerful Learning will guide clear implementation of the school plan and the school improvement plan. Development of Instructional Leader role to support staff in strategic and effective skills in teaching and learning. Introduce peer observations triads model for teachers to observe and discuss teaching strategies and the implementation of school plan target such as using learning intentions and teacher and student feedback in the classroom.

Learning Progressions Continue Professional Learning in implementation and use of Learning Progressions and PLAN2 for assessment and planning for student learning in English – Understanding Texts Comprehension.

Student Wellbeing Whole school use of Wellbeing program and feedback to LST team; every student/mentor program to increase sense of belonging, continuation of heavy work program, sensory room and breakfast program with collection of data and evaluation of impact.

Strategic Direction 2

Teaching Excellence

Purpose

Effective teachers continually strive to deepen their own capacity to inspire students to be life long learners. They identify, understand and implement the most effective research based teaching methods, showing professionalism and commitment to ensuring our students will achieve personal success and wellbeing.

Overall summary of progress

Collaborative practice has been successfully utilised with teachers discussing and analysing student data and contributing to planning for further development in Literacy and Numeracy. All teachers are collaboratively planning and teaching in other Key Learning Areas. Most teachers agree that working as a team provides support for each other and enables provision of higher quality programming. of students and curriculum content.

High Quality Teaching and Learning Staff have drawn their knowledge in curriculum areas to deliver professional learning in literacy including reading, comprehension and writing, numeracy, teaching strategies and increase the quality of teaching and learning.

Data, both summative and formative is an important indicator of student growth and evidence for future planning. Staff have focused on developing skills in this area to be able to monitor impact of teaching and learning strategies and identify where students need to go next. Professional Learning in use of informal and formal data was delivered internally and by an external provider giving teachers confidence to use data effectively to improve student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the proportion of students demonstrating expected growth in the syllabus outcomes each year by 10%.		Teachers reflected on increasing confidence in using data. Termination of the Literacy and Numeracy continuums and transfer to the Learning Progressions has slowed progress in this area as staff familiarise themselves with new frameworks
• Evidence of increased collaboration between teachers to analyse data and use of this evidence to guide teaching and learning decisions.	$4684.80 Beginner Teacher Support	Teachers are provided with weekly collaborative RFF and discuss curriculum planning and student progress in this time.

Next Steps

In 2019, clearly stated responsibilities for delivery of professional areas in curriculum areas will be developed. This will include teachers collecting data to benchmark the impact and planning evaluation of their area of responsibility. Professional Learning in working collaboratively and utilising strategies effectively to improve student learning to be implemented into the PL program. Utilisation of data analysis skills to be embedded in everyday classroom practice.

Strategic Direction 3

Leadership

Purpose

Leaders, at all levels, ensure a collective responsibility for fostering a school wide culture of high expectations and responsibility for student engagement, learning, development and success.

Overall summary of progress

Tracking of teacher Performance Development Plans along with individual interview enabled focusing on teachers improvement programs. Provision for teacher/peer observations has allowed them to continue to develop their identified areas of focus.

Two teachers have achieved accreditation at Proficient and one teacher achieved Highly Accomplished Teacher (HAT). This role was celebrated with the presentation of a certificate by the Director, Educational Leadership at the annual Presentation Night.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased teacher capacity shown through improvement in student achievement on internal and external assessments.	Professional Learning: L3 $8684 AP Networks $2717.37	Internal assessments shows 85% students achieving a years growth for learning.
• Increase of teachers seeking and accreditation at higher levels.	Nil	Achievement of two teachers at Proficient and one at HAT was a significant increase in accreditation at Tumbarumba PS.
Feedback in TTFM surveys from the school community reflects increased levels of confidence in school leadership team.	Tell From Me Surveys	Surveys showed a range of responses with some areas showing confidence in strong leadership however indicating limited communication.

Next Steps

In 2019 we will focus on connecting leadership goals to curriculum development responsibilities. Teachers seeking higher accreditation will be provided with guidelines and opportunities to participate in training to develop leadership skills and deepen their understanding of the accreditation processes. Teachers will be encouraged to engage with HALT support groups.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	.1 Additional LST • Aboriginal background loading ($23 502.00)	.1 Aboriginal background loading funding allocated to increase of LST position from .2 to .3. SLSO to support individual Learning Plans LST team facilitated collaborative meetings between the student, their family and teachers to develop, monitor and review individualised Personal Development Plans. Assistant Principal attended training in the '8 Aboriginal ways of learning' framework involving eight interconnected pedagogies and delivered to staff over several sessions. Teaching programs monitored for inclusion of Aboriginal perspectives. Growth of Aboriginal students in Literacy and Numeracy was monitored and interventions implemented to provide support in the achievement of the Premiers Priorities. All students achieving minimum proficiency in Literacy and Numeracy.
English language proficiency	Equity Loading English Language Proficiency • English language proficiency ($ 4065.00) • English language proficiency ($4 065.00)	EALD students language development identified on the EALD Scales. Students requiring intervention provided with daily LST including MultiLit and Reading Recovery and progress recorded on PLAN on the Literacy and Numeracy programs and monitored for interventions as required. EALD achieving minimum proficiency in Literacy and Numeracy
Low level adjustment for disability	.2 to LST for $24,137 • Low level adjustment for disability ($24 137.00)	Increasing Reading Recovery allocation to increase daily student load to 4 students daily receiving individualised intervention.
Quality Teaching, Successful Students (QTSS)	• Quality Teaching, Successful Students (QTSS) to RFF wages • Quality Teaching, Successful Students (QTSS) ($27 590.00)	Assessing individual students with YARC, and placing on continuum to lead evidence based interventions. Increased numbers of students achieving minimum proficiency.
Socio–economic background	• Socio–economic background ($58 467.00)	Balance of funds for teacher additional LST and RFF to increase teacher collaboration and delivery of individualised Learning and support.
Support for beginning teachers	• Support for beginning teachers ($4 684.00)	Beginner teacher supported in programming, classroom management and personal development to successfully teach Stage 2 and upskill in technology use to support student learning.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	84	80	90	81
Girls	75	73	74	84

Student numbers have remained relatively stable since 2017. Increased enrolments in kindergarten have established an even distribution of students across the school. 2018 showed increased in enrolment of Aboriginal students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.7	93.3	92.2	92.6
1	90.9	89.1	88.1	93.4
2	90.7	92.4	89.4	90.7
3	92.6	92.6	91.9	90.5
4	92.1	93.4	91	92.6
5	93.1	92	90.4	91.3
6	93	92.8	91.4	91.1
All Years	91.9	92.3	90.7	91.8
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

Staff are committed to improving attendance rates, including partial attendance. Strategies include phone calls and letters to families following unexplained absences, referral to the Learning Support Team, meetings with families and the support of the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*Full Time Equivalent

There are no staff identifying as Aboriginal.

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 staff completed mandatory training including Code of Conduct, CPR and Anaphylaxis, Corruption Prevention, Mandatory Child Protection, e–Emergency Care
- Staff successfully completing accreditation requirements.
- Assistant Principals participating in professional development aligned to the Albury Assistant Principal Network.
- All Early Stage 1 and Stage 1 teaching staff completed Language, Learning and Literacy Training and participating in ongoing support..
- Delivery of differentiated curriculum including Learning Progressions and use of formative and summative data as evidence, developing writing skills, engaging in Positive Behaviour Learning.
- Professional learning occurred both during and after school hours with staff spending a significant amount of after school time in professional development.
- Total expenditure on Professional Learning was $19095.00

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	198,165
Revenue	1,989,944
Appropriation	1,909,584
Sale of Goods and Services	10,867
Grants and Contributions	64,169
Gain and Loss	0
Other Revenue	3,683
Investment Income	1,642
Expenses	-2,046,974
Recurrent Expenses	-2,046,974
Employee Related	-1,857,452
Operating Expenses	-189,522
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-57,030
Balance Carried Forward	141,135

The majority of appropriation funds were used to employ staff to provide direct support to students. Unused funds were due to unplanned change of staffing and limited availability of temporary staff.

Financial summary equity funding

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

	2018 Actual ($)
Base Total	1,432,747
Base Per Capita	31,713
Base Location	64,147
Other Base	1,336,888
Equity Total	162,227
Equity Aboriginal	23,502
Equity Socio economic	58,467
Equity Language	4,065
Equity Disability	76,194
Targeted Total	205,221
Other Total	60,440
Grand Total	1,860,635

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 the School–Level Growth report has shown that Tumbarumba Public School has increased its performance in the domain of Reading to be greater than schools with similar numbers and background. This reflects the focus on increasing student capacity on this area in recent years.

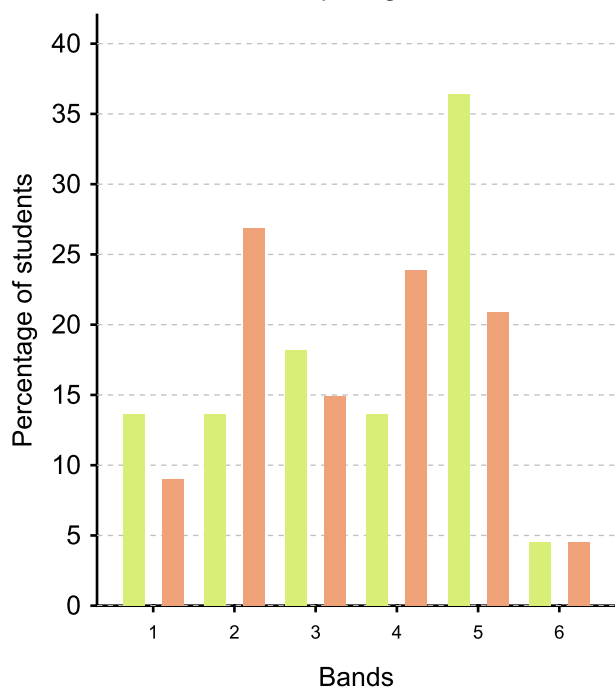## Percentage in bands:
Year 3 Reading
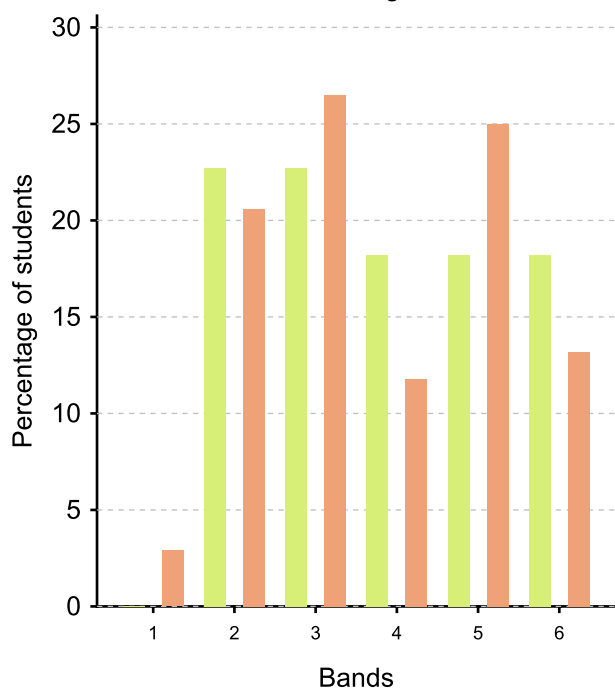
| Percentage in Bands |
| School Average 2016-2018 |

Percentage in bands:
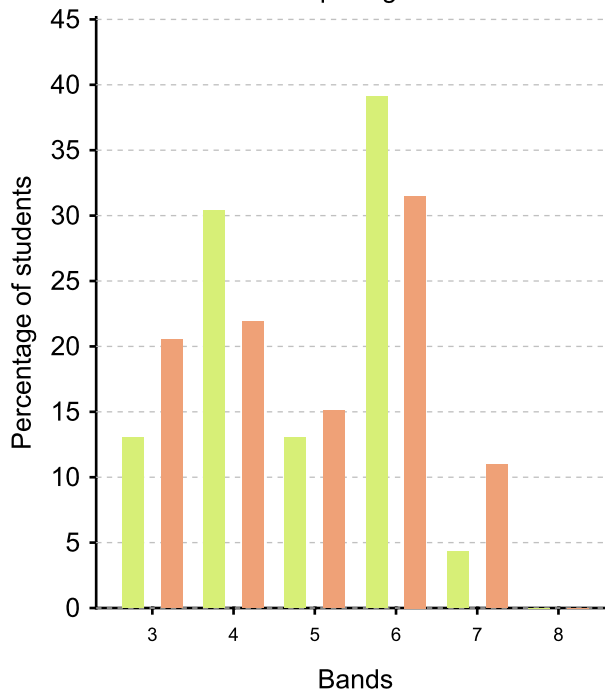### Year 5 Reading
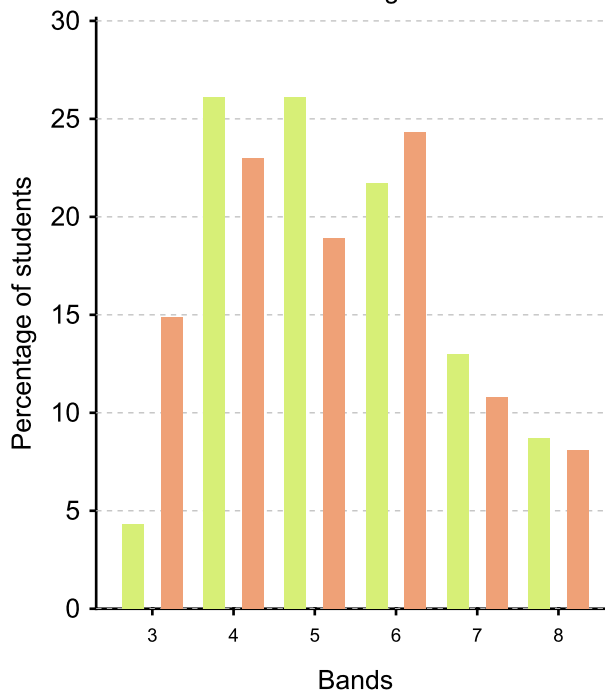
| Percentage in Bands |
| School Average 2016-2018 |

Percentage in bands:
Year 3 Spelling

| Percentage in Bands |
| School Average 2016-2018 |

Percentage in bands:
### Year 5 Spelling

| Percentage in Bands |
| School Average 2016-2018 |

Year 3 reading is showing an increase from 9% to 23% in the top two bands and decrease in the lower bands in comparison to the school average. This is indicating an overall improvement in student results in numeracy over the last three years.

Numeracy in Year 5 has shown a decrease of students in the lower two bands and consolidation of student

performance in the middle bands.

Percentage in bands:
Year 3 Numeracy

▮ Percentage in Bands	
▮ School Average 2016-2018	

Percentage in bands:
Year 5 Numeracy

▮ Percentage in Bands	
▮ School Average 2016-2018	
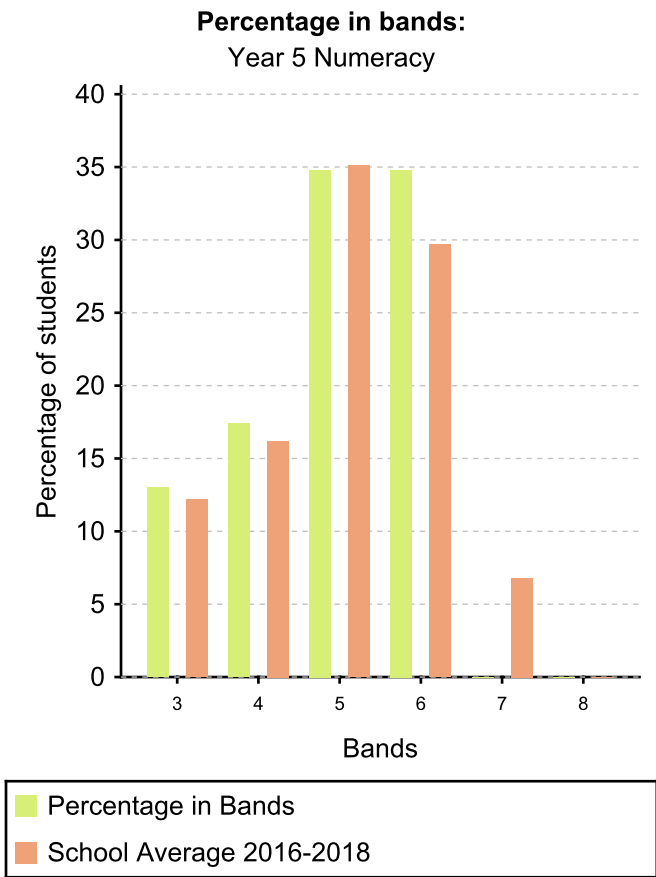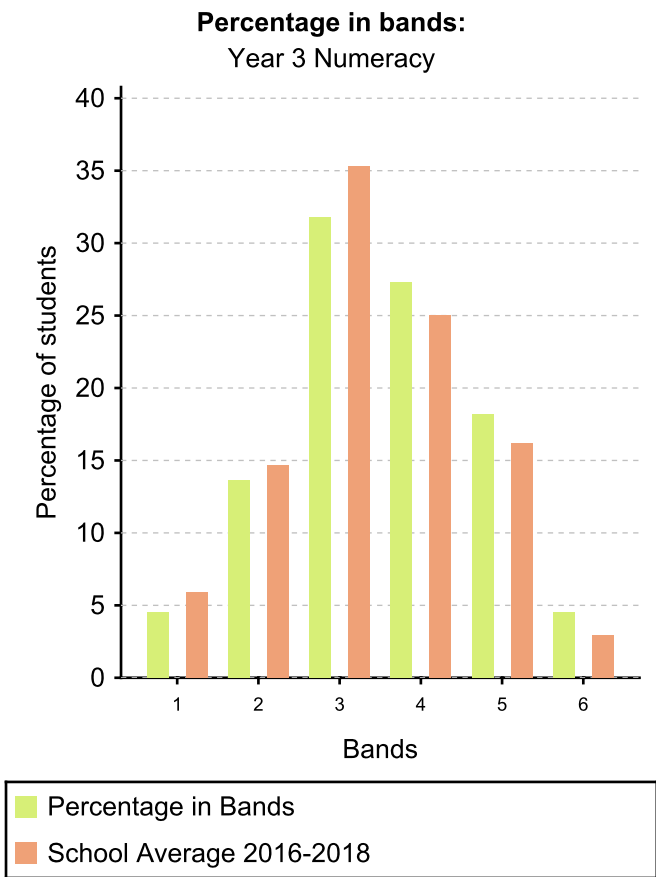
Please refer to the My School website for further information.

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal*

education outcomes for students in the top two NAPLAN bands with 50% of Aboriginal students in Year 5 achieving in Top Two Bands.

Parent/caregiver, student, teacher satisfaction

Seventeen parents responded to the Parent Survey in the Tell Them From Me online evaluation of engagement. Parents indicated they felt welcome and the staff were accessible and helpful. They said their children were clear about the school rules and the school supported positive behaviour but parents were more concerned about timely communication and the schools role in the prevention of bullying. Parents indicated a low level of parent involvement in school activities.

Eleven teachers participated in the Teacher Survey in the Tell Them From Me online evaluation of engagement. They answered questions about the 8 drivers of Student Learning notably agreeing and affirming that Tumbarumba Public School is an inclusive school, has supportive leadership, and staff collaborate regularly to assess student learning and develop successful learning strategies using data to inform practice. They indicated they regularly contact parents of students.

Students from Year 4,5 and 6 individually participated in the student survey indicating strong participation levels in sport and extra–curricular activities, showing higher levels of belonging in Year 4 than Year 6. Students in all year levels agreed they have positive relationships, with a higher score for boys than girls. Students indicated low homework behaviours which is reflected in the low numbers of parents electing to support their children in participating in homework at the beginning of the year. Students felt they tried hard to succeed in their learning and exceeded the state norm in feeling they were provided with high levels of skills and challenge in learning and that classroom instruction was relevant, well organised and had a clear purpose and feedback.

Policy requirements

Aboriginal education

All students identifying as Aboriginal have a Personal Learning Plan and their progress is monitored and tracked in in line with the Premiers Priority of increasing the number of Aboriginal students performing in the Top Two Bands. Inclusion of Aboriginal perspectives is integrated and celebrated in all Key Learning Areas. Low numbers of Aboriginal students make observations of group performance invalid, however all Aboriginal students have shown growth in both standardised and formative assessments.

Multicultural and anti-racism education

Students with an EALD background are monitored and tracked individually using the EALD Framework and provided with Individualised Learning Plans to ensure development in literacy and numeracy skills. Multiculturalism is celebrated at Tumbarumba Public School and inclusion is integrated into all Key Learning Areas through specific events such as Harmony Days and a focus in all curriculum areas.