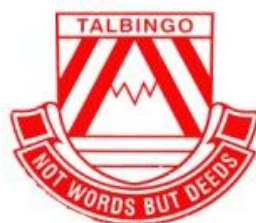


Talbingo Public School Annual Report



2018



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Introduction

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

Raylee Levey

Principal

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Message from the Principal

Talbingo Public school is a small, isolated school located in the Snowy Mountains area. The school was established in 1965 along with the village of Talbingo as part of the Snowy Mountains Hydro-electric Scheme.

The village is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park.

The school strives to ensure that all students regardless of ability have the opportunity to reach their personal best: provides dynamic learning programs that focus on the individual to maximize student outcomes, and provides relevant up-to-date courses with an emphasis on literacy, numeracy and STEM.

Two thousand and eighteen has been a very successful year for our small school. Talbingo students have achieved good results in the academic area and on the sporting field. They also perform in the creative arts at a high standard.

Parents, Staff and Community continue to work together, demonstrating commitment to improving the learning outcomes for all students, as well as ensuring our school grounds are maintained to the highest standards.

School background

School vision statement

A safe and varied learning environment that creates independent, confident and resilient individuals 'working towards academic success.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are 5 families with a total of 8 students enrolled for 2018.

The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K–12. This is achieved through shared values and aligned K–12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

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.

The Learning culture at Talbingo Public School is currently in the Sustaining and Growing phase. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. Students care for self, and contribute to the wellbeing of others and the wider community.

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

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

Purpose

Work collaboratively to apply evidence based pedagogy to promote quality learning environments through data informed practice embracing explicit feedback and applying clear learning intentions whilst maintaining high expectations across a multi-staged class.

Overall summary of progress

Staff are continuing to reflect on individual practice and try to enhance teaching strategies which is in turn showing that they are accountable in improving their own teaching practice.. What works best has been guiding our professional learning and helping to support teachers in maintaining and improving teaching standards due to our focus on the English syllabus and progressions?

There has been increased teacher understanding of literacy progressions and how they support the syllabus. Teachers are beginning to use progressions in reading, comprehension and writing to inform teaching practice.

A digital technology scope and sequence has been developed for implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased collaboration of staff using data informed programming and student tracking. Increased understanding and use of learning intentions and explicit feedback in the classroom.	Progressions, PLAN2 Professional Learning Funds \$4000	The 'educator calculator' was found to be inappropriate for our small schools, however principals and teachers are more aware and proficient in using spreadsheets and graphing. Students and staff show increased confidence and engagement in digital technology practices, integrating coding and robotics across KLAs. Students demonstrate improved perseverance and problem solving when challenged as observed by teaching staff. Consistent student performance growth mapped along the progressions and common professional dialogue amongst staff. Teachers have greater understanding of the partnership and connections between the English syllabus and Literacy Progressions. WWB documents have made teachers more aware of their professional learning needs and future PL direction.

Next Steps

Using the ALPSS assessment schedule, student data will be collected across the ALPSS schools to determine 'where to next' in the teaching progressions.

Explore additional digital technologies in 2019 eg 3D printing. Teachers improve their capacity to link the technology and their purpose to their teaching programs.

Numeracy progressions will be a key PL focus in 2019.

Strategic Direction 2

Quality Learning

Purpose

Provide a quality learning environment that is integrated and purposeful, where students are responsible for goal setting around the curricula to achieve improved learning outcomes with a focus on reading, comprehension and numeracy.

Overall summary of progress

Teachers have a growing understanding of the Literacy progressions and are now ready to lead discussions with students around individual learning goals.

ALPSS schools have implemented assessment package in Literacy. Data was collated and shared at ALPSS principal meetings.

Adobe is still to be properly implemented into all ALPSS schools as more training is required for staff and students. Connectivity of staff and students has been successful through meetings, visits and excursions, including Blueearth, sports carnivals Talbingo Camp and Coast to Canberra major excursion.

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 achieving at proficiency or above in reading, comprehension and numeracy. Increased use of personalised learning plans tailored to student need.	Literacy progressions PAT comprehension test \$2000	Students have been exposed to the initial development of personal learning goals however impact has been minimal due to the teachers unable to access appropriate training. The implementation of PAT Comprehension Test across the ALPSS has provided greater understanding about where individual students rank against a larger student cohort. Students established and maintained stronger friendships across ALPSS where students identify as ALPSS rather than individual schools.

Next Steps

Through teacher leadership, students will begin to set personal goals in English using the literacy progressions to guide student progress.

Work collaboratively with ALPSS schools to develop an assessment Scope and Sequence. Revisit the PAT comprehension test to determine growth in student outcomes. Implement PAT numeracy according to the ALPSS assessment schedule.

Continue to provide extra curricula learning experiences for ALPSS network. Upskill staff and students in how to use Adobe classroom/multimedia communications.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$11 400	Funding was used to employ extra teaching staff allowing team teaching and targeted individual instruction. Students achieved the Premier's target of twelve months growth for twelve months learning in reading and comprehension.
Socio-economic background	\$10 411	Funding was used to employ extra teaching staff allowing team teaching and targeted individual instruction. Students achieved the Premier's target of twelve months growth for twelve months learning in reading and comprehension.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	4	4	5	4
Girls	4	5	2	2

Eight students commenced the year however we ended with six students as one family moved interstate.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.8	95.7	67.2	73.9
1		86.7	91.4	71.1
2	97.8		89.6	92.6
3	89	90.3		98.5
4	90.7	98.9	90.3	
5		94.6	83.9	89.5
6	87.9		86	82.7
All Years	89.4	92.2	83.2	83
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9	93.8	93.4
2	94		94	93.5
3	94.1	94.2		93.6
4	94	93.9	93.9	
5		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	94	94.1	93.9	93.4

Management of non-attendance

The school uses the department policy for attendance and distributes the information at the beginning of each year and when necessary, in the school newsletter. Parents are contacted if there has been no note or reason given for their child's absence

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*Full Time Equivalent

There are no Indigenous employees on staff.

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

the school received \$4632 for Professional Learning in 2018. Staff participated in the following:

- Futures Expo conference in Melbourne
- LMBR and HR
- ALPSS meeting and training days
- PWT meeting and training days
- Mandatory training for Principals
- PWT small schools conference
- Dylan William conference

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	81,172
Revenue	332,901
Appropriation	322,452
Sale of Goods and Services	607
Grants and Contributions	8,708
Gain and Loss	0
Other Revenue	0
Investment Income	1,133
Expenses	-308,932
Recurrent Expenses	-308,932
Employee Related	-255,713
Operating Expenses	-53,219
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,969
Balance Carried Forward	105,141

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Due to the continued uncertainty around the introduction of LMBR, the new financial system and the inability to accurately read the new budget software until training rolled out across the state, the school was reluctant to outlay high expenses. This resulted once again in a high roll over into 2019. These funds however are targeted for future programs.

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	279,403
Base Per Capita	1,354
Base Location	8,724
Other Base	269,326
Equity Total	21,811
Equity Aboriginal	0
Equity Socio economic	10,411
Equity Language	0
Equity Disability	11,400
Targeted Total	0
Other Total	22,301
Grand Total	323,516

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, two students sat the National Assessment Program tests. Therefore it is inappropriate to comment in specific areas because of privacy and personal information policies. The individual results have been discussed with the students' parents.

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 there are no Aboriginal students attending Talbingo School and only two students completed NAPLAN the privacy policies make it inappropriate to comment on the Mandatory reporting requirements in accordance with the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students, community and teachers about the school.

Both parents and community members responded with very positive comments about Talbingo Public School. The confirmed that the school offered quality education and wonderful opportunities and experiences for the children and hoped it could continue to do so into the future.

Students responded with very positive comments and indicated that the school gave them the best opportunities and experiences to help them learn.

Teachers felt the school was a very positive, happy and collegial environment where they felt valued as a team member and hoped to continue working here.



Policy requirements

Aboriginal education

At present there are no Aboriginal students in the school. Despite this we organised and attended cultural days throughout the year. An Aboriginal perspective has been programmed into all key learning areas as well.

Multicultural and anti-racism education

A multicultural perspective and anti-racism lessons have been programmed into all key learning areas.

Other school programs

2018 has been a very successful year for Talbingo Public School. Some of the highlights were:

- ALPSS swimming carnival champions
- Regular interschool visits between Cabramurra and Talbingo
- Introduction of STEM day Mondays
- Students Photography workshop
- Bluearth
- ALPSS community of schools STEM camp held here at Talbingo
- Community Biggest Morning Tea
- NAIDOC cultural day at Gadara PS
- Skiing
- Junior farm excursion
- Senior coast to Canberra excursion
- Presentation Morning and Performance