

Tyalla Public School

Annual Report



2018



4503

Introduction

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

Ms Sharon Rovere

Principal (Relieving)

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Tyalla Public School

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Message from the Principal

As relieving Principal of Tyalla Public School term 4 2018 it was a privilege to return to the hard-working dedicated school community; staff, students and families, that is Tyalla Public School. The staff are committed to providing quality teaching and learning, and have a deep passion for the wellbeing of all students in their care. With a blend of beginning and experienced teaching staff drawing on their knowledge, ideas and enthusiasm of each other, it is an exciting school to be a part of. We are committed to ensuring that every child is a lifelong learner with dignity, purpose, options and opportunities and a greater curiosity in the world around them. Our dedicated and committed staff provide quality educational programs, focused on the essential skills in literacy and numeracy within an inclusive and supportive environment.

Thank you to the many volunteers who assist our school whether helping in classrooms, transporting students to events, covering books, helping in the garden, teaching SRE, assisting with and organising special events and arriving early to help with breakfast club. Thank you to the P&C for your support and implementation of fundraising and initiatives to support our school, and to our canteen manager, Hallie, and her team of volunteers who are doing a superb job providing delicious, wholesome, affordable healthy foods and earning recognition as a Pilot school for Healthy Eating. A number of agencies and groups support our school including OOSH who permit use of their bus resulting in subsidised rates for students attending small group activities, Woolworths for their weekly donation of fresh fruit, Reap Food Rescue for their support of our school and families, the Smith Family for the myriad of ways they support our families and school including the "Learning for Life" program and to the many groups and volunteers who support our morning Brekkie club. For all those who assist quietly behind the scenes and who may not have been mentioned here – Thank you. You are invaluable and an essential part of our school.

I would like to take this opportunity to publicly thank the school leadership team and staff for their continued commitment to the high-quality education that is present at Tyalla Public School and recognise the hard-working P&C for their active support of the school.

Ms Sharon Rovere

Principal (Relieving)

Message from the school community

Tyalla Public School P&C Association is a group of parents, family members, carers or members of the community who come together to have a voice within the school environment and to raise money, to provide the school community with extra resources. It is open to any member of the school community who wishes to join.

During 2018 the Tyalla P&C Association ran a variety of fundraising activities. The biggest and by far the most enjoyable of the year was the amazing school Fete held in November. It had been over 20 years since Tyalla had last held a fete. The feedback from the fete was very positive and this is something we are hoping we will be able to make a biennial event. Other fundraising events held last year included the Easter raffle, held during the Easter Hat Parade, the Mother's Day and Father's Day stalls, and the Christmas raffle held at the Christmas Carols.

Money raised within the year has been spent in a variety of ways. We have helped subsidise excursions or activities such as the intensive swimming program and excursions. This has helped keep the costs down. The P&C helps with funding of recycling programs by paying for the recycle bins to be emptied, we bought new library bags that were provided to the 2019 Kindergarten children at Orientation Day. We provided funds for the startup and continuing operation of the garden club and employ our amazing canteen manager to run our award-winning healthy canteen.

Michelle Beattie And Eve Elworthy (2018 P&C Members)

School background

School vision statement

Our school community work together collaboratively, respectfully and inclusively to develop a common understanding of student engagement, wellbeing and success.

Staff, students and the whole school community have a shared understanding and consistent approach to educational and behavioural expectations. High level trust is reflected in open, positive communication and with positive collaboration between all staff. A collaborative and collegial approach to teaching and learning where professional development is relevant and based on individual student and teacher professional needs. The provision of constructive feedback is given in a trusting and resilient environment to both staff and students. It will be explicit, achievable, respectful, solution driven and given in a timely manner to improve learning and teaching outcomes. Learners are self-regulated students who value themselves as engaged participants leading to high levels of achievement in all areas of education.

School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW.

The school has a FOEI of 155. The school population includes approximately 33% Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multicategorical class catering for students with a range of mild and moderate disabilities.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. We have a renewed focus on the Positive Behaviour for Learning (PBL) program.

Our team of teachers and support staff at Tyalla recognise that quality teaching and learning has the greatest impact on the learning outcomes of students. Our educational platform is underpinned by strong research based pedagogy.

Tyalla Public School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment. It has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.

Tyalla Public School is a member of the Lighthouse Community of Schools.

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.

Within the Domain of **Learning**, Tyalla Public School is assessed overall as delivering.

Particular focus areas included building teacher capacity in utilising authentic data, collaborative practice and deep dialogue about learning and syllabus. Writing and number talks were a targeted focus in classes K–6, and K–2 tracked data in five weekly cycles to identify and monitor student need. As an Early Action for Success school data is targeted, driven and analysed five weekly supported by an Instructional Leader who works closely with students and staff.

Within the Domain of **Teaching**, Tyalla Public School is delivering.

Tyalla Public School has a renewed focus on collaboration, engaging in effective feedback on classroom practice and identifying and tracking student progress and achievement. The realigning of stage Collaboration days and Professional Learning was targeted and effective. There was an emphasis on building teacher capacity in identifying and analysing data and tracking student progress to support all student learning enabling professional dialogue and sharing. Teachers commenced sharing current practice with colleagues seeking effective feedback to continue their professional development in meeting the needs of our students. All staff engaged in developing Performance and Development Plans with opportunities for observation, feedback, reflection and refinement of practice. Student work samples were shared and reviewed and greater consistency in teacher judgement was developed. All staff participated in quality, targeted professional learning which was aligned to the school's priorities and to staff professional development goals. Teachers collaborated within and across stages to ensure consistency of curriculum delivery. All staff demonstrated responsibility and adaptability in working towards the school's goals. All teaching staff worked beyond their classrooms, effectively and contributing to broader school programs.

Within the Domain of **Leading**, Tyalla Public School is delivering.

A focus has been on further strengthening leadership capacity within the school – all staff members have opportunities to build leadership capabilities aligned to the School Plan and Performance and Development Plans. Tyalla Public School maximises the use of resources by strategic physical and financial management. Equitable access of resources: human, physical and financial; including technology supports student learning and improved student outcomes.

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

Learning: Student Focused Learning and Engagement

Purpose

To develop highly motivated students engaged empowered in their own learning. Students will develop foundation skills in Literacy & Numeracy. They will develop strong content knowledge and the ability to adapt and learn to be responsible citizens. Teachers use information about students' capabilities and needs to plan effectively for student learning.

Overall summary of progress

Student Focused Learning and Student Engagement was the intensive focus of Collaboration Days. Staff engaged in stage groups to explore deeply the needs of the learners within our school context and the application and use of syllabus and data to inform our daily practice. Professional Learning was targeted at continuing this discussion. STEM was successful in its engagement of students in working collaboratively, applying knowledge to the real world and connectedness. Aboriginal Languages, Gumbaynggirr, continued to be delivered in K–2 classes by an Aboriginal Languages tutor. The Aboriginal Education Officer supported students learning within classrooms and engaged with families supporting them in a myriad of ways, whilst also supporting staff in understanding and developing our capacity. Connecting to Country training was delivered with five staff attending in 2018. Wellbeing practices including Positive Behaviours for Learning were reviewed and will be refined in 2019. Learning and Support teachers and the K–2 Interventionist worked to support identified students with their learning; responsive to need and school plan focus areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students meet agreed school targets in Numeracy within PLAN2:</p> <ul style="list-style-type: none"> • 80% Kindergarten Quantifying numbers • 70% of stage 1 Additive strategies • 65% stage 2 Multiplicative thinking • 70% Stage 3 Multiplicative thinking 	<p>PLAN 2 Professional Learning and data entry.</p> <p>Early Action for Success Instructional Leader.</p> <p>K–2 Literacy and Numeracy funds (\$10347.00) and staffing allocation (0.63).</p> <p>L3 training K–2.</p> <p>Building Numeracy Leaders (BNL) PL and team.</p> <p>Teacher release for Collaboration days and identified PL.</p> <p>School Learning Support Officers.</p> <p>Learning and Support Teachers .</p> <p>Aboriginal Education Officer and Aboriginal School Learning Support Officers.</p>	<p>In 2018 our school wide target was for 60% of students in writing to reach or exceed expected stage appropriate syllabus benchmarks. We had significant growth in this area across K–2. In Kindergarten, we met this target with 62% of students achieving expectations.</p> <p>In year 1, by term 3 we had already doubled the 2017 data in terms of students achieving expectations, with three students excelling.</p> <p>Year 2 was similar to year 1. By the middle of the year we had increased the number of students on track to meet the expected level by 30% with four students excelling.</p> <p>All students demonstrated growth of varying degrees. Students demonstrating minimal growth were targeted for support from the K–2 Literacy/Numeracy Interventionist.</p>
<p>Students meet agreed school targets in English/Writing within PLAN2</p> <ul style="list-style-type: none"> • 80 % Kindergarten • 65% of stage 1 • 65% stage 2 • 70% Stage 3 	<p>Professional Learning – Attendance</p> <p>School/Department Policies</p> <p>Home School Liaison Officer</p>	<p>Attendance rates decreased slightly in 2018 to 81.49% with the lowest attendance rate in Term 3 . Late arrivals and early departures are an ongoing concern and this is an area to be addressed in 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of students in the top 2 bands of 10% in Numeracy and Writing	<p>AP Student Support and Welbeing (\$136600.00)</p> <p>Teachers released to review data, inform and meet with families.</p>	<ul style="list-style-type: none"> • Learning and support systems and policies were reviewed and are continuing to be set as expected practice to inform student support. • The Wellbeing Policy was introduced to staff and will be further reviewed in line with Positive Behaviours for Learning in 2019. • Personalised Learning and Support Plans were developed and families engaged in discussion on focus areas.
55% of students achieving at or above expected growth in Numeracy and Writing.	<p>AP Student Support and Welbeing (\$136600.00)</p> <p>Department of Education Suspensions Policy</p> <p>Wellbeing Framework</p> <p>School Wellbeing Policy and practices</p> <p>Positive Behaviours for Learning training</p>	Suspension rates increased from 8.92% in 2017 to 10.17% in 2018. This was also due to an increased emphasis on the non-acceptance of physical violence or aggressive behaviours. Tyalla PS will continue to analyse data in regards to the reasons for suspension and review and align school wide practices.
School Community – students, parents, staff able to articulate the values and demonstrate an awareness of PBL at Tyalla Public School.	<p>Collaboration days to engage with syllabus data and quality teaching practices.</p> <p>Professional Learning including Building Numeracy Leaders and L3.</p>	<p>In 2018 Tyalla Public School completed NAPLAN online in all areas except Year 3 Writing.</p> <p>NAPLAN 2018 saw a decrease in the percentage of students achieving in the top 2 bands in all areas.</p> <p>In K–2 our value added from Best Start to Year 3 NAPLAN demonstrates we are excelling and from Years 3–5 and 5–7 we are delivering.</p> <p>In Year 3 Numeracy we are continuing our upward trend in average scores, achieving higher than similar school groups in 2018. However, the opposite trend is evident in year 5 .</p> <p>Year 5 NAPLAN: The average scaled growth in Numeracy was above that of the state and similar school groups</p>
Decrease in negative incidents within SENTRAL data.		

Next Steps

- Continue to engage in Collaboration days with all teaching staff aligned to learning buddies, and lesson sharing for effective feedback.
- Building Numeracy Leaders (BNL) to be continued in 2019 if offered.
- Review systems of collecting and analysing data alongside school wide expectations of data sources.
- Continue the delivery of Aboriginal Languages and look deeper into the engagement of our Aboriginal students and families.
- Evaluate the implementation of Indigenous perspectives K–6.
- Wellbeing initiatives and practices to continue to be reviewed in line with expected timelines and responsive to identified need.
- Positive Behaviours for Learning (PBL) to be a focus for review, realignment and implementation.
- Alignment of student support – LaST and Interventionists to be informed by ongoing data monitoring and LST systems.

Strategic Direction 2

Teaching: Quality Teaching

Purpose

To develop a committed and collaborative set of strategies and practices that enable teachers and students to effectively engage in learning and produce high quality content.

To provide high quality teaching to improve student learning. Our purpose is to employ evidence based teaching strategies.

Teaching strategies are evaluated and reflected upon to improve Literacy and Numeracy and embed its development across Key Learning Areas.

Overall summary of progress

Collaboration Days, attended by classroom teachers, were effective in allowing for deep discussion of pedagogy, classroom teaching practice and student need. Building Numeracy Leaders (BNL) has begun to shift understanding and practice in working mathematically. L3 continued as a focus K–2 in Literacy with staff guide and supported by Instructional Leaders and evident in student growth.

Teachers K–2 engaged in demonstrating lessons to gain feedback on practice to support student learning. The Early Action for Success Instructional Leader provided support in collecting, analysing and monitoring data K–2 in Literacy and Numeracy, and engaged in classrooms alongside teachers to support their growth alongside students. LST practices to be reviewed to better align support to students based on identified data, evidence based referrals and to be reviewed regularly in regard to impact, progress and realignment.

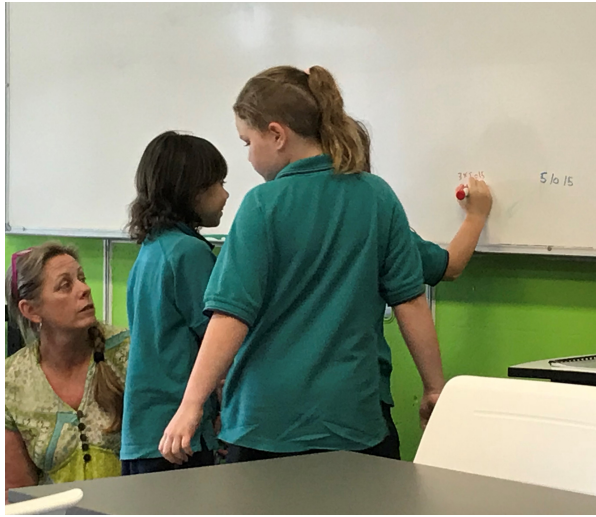
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff demonstrate number talks and mathematical enquiries within teaching and learning programs and teaching practice.	Building Numeracy Leaders (BNL) Training. Collaboration days with a focus on numeracy and the Mathematics Syllabus.	The target was exceeded with Year 5 achieving Average Scaled growth of 95.33 in Numeracy in 2018 – greater than state and similar school groups.
<ul style="list-style-type: none">• 100% of teaching staff to engage in lesson observations and feedback aligned to Mathematics & English.		In writing our school did not meet average scaled expected growth target. This will remain a focus in our school plan driven at Collaboration days, through PL and intensive discussion of how students learn.
<ul style="list-style-type: none">• 100% of teaching staff to engage in Collaboration Days.	Instructional Leader. L3 training. Collaboration days. Lesson demonstrations and feedback with a focus on number.	Tyalla Public School is assessed as <i>Excelling in Value Added</i> from Kindergarten Best Start to Year 3 NAPLAN demonstrating growth over the three years. The improvement measure is very broad with our students achieving at different levels dependent on which focus – Literacy or Numeracy. In Kindergarten the target was met in Writing – 62% of students.

Next Steps

- All teaching staff inclusive of non–class based staff to be attending and engaging in Collaboration days and as learning Buddies providing constructive feedback and supporting colleagues.
- Continue the dialogue on understanding of pedagogy and practice as underpinned by various PL including BLN, L3, Syllabus, and EaFs.

- Engage with Building Numeracy Leaders and L3 if they are continuing in 2019.



Strategic Direction 3

Leading

Purpose

Students, staff and parents to be recognised as school leaders. To build a culture of high expectations and collaborative practice with strong strategic leadership. To ensure a model of succession planning in order to embed practice and direction, establishing an ongoing legacy. Utilise resources efficiently and effectively to ensure all students achieve. Create a shared responsibility for student growth supported by high levels of accountability and collaboration.

Overall summary of progress

Peer Support was implemented with teachers attending training and Stage 3 students leading Peer Support lessons across the school. Focus areas for the lessons included Bullying No Way, kindness, getting along and Positive Behaviour for Learning focus areas.

Teachers were identified to lead Professional Learning and to support new and beginning teachers as buddies and mentors. All teachers are aware of requirements in regard to teacher maintenance of accreditation.

Teachers engaged in Professional Development Plans aligned to Accreditation standards, School Plan areas and areas for growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff engaged in forming, implementing and reviewing PDPs.	Performance and Development Policy	All teaching staff engaged in forming and implementing Professional Development Plans supported by their Assistant Principal.
<ul style="list-style-type: none">• Non-executive staff engaged in leading PL within the school and mentoring colleagues.	Building Numeracy Leaders Accreditation STEM	Non Executive staff have engaged in leading in the areas of: Numeracy through the Building Numeracy Leaders Project, Accreditation, STEM and implementing the new Science and Technology Syllabus.
<ul style="list-style-type: none">• 100% of staff engaging with the <i>Australian Teaching Standards</i>.	Peer support training Wellbeing Policy Positive Behaviours for Learning	All students in years 5 & 6 (Stage 3) engaged in peer support training and in delivering lessons to classes K–4.
<ul style="list-style-type: none">• Teachers initiating conversations centred on teaching and learning to reflect upon and improve practice.	Professional Learning Mentor teachers appointed.	All staff are aware of the expectations of Accreditation and its maintenance. Staff continue to engage with Accreditation at different levels. A beginning teacher has finished the first component of seeking Accreditation as Proficient.
<ul style="list-style-type: none">• Writing and Mathematics data reflect a shift in quality teaching practice through an increased percentage of students achieving at or above.		

Next Steps

- All non-teaching and teaching staff to engage with Professional Development Plans as authentic working documents.
- Processes for identifying staff for external professional learning to be reviewed to be in line with Professional

Development Plans, School Plan and focus areas.

- Peer Support to continue with Stage 3 students as leaders.
- Staff to be identified for engaging with various Professional Learning Opportunities and leading teams and initiatives across the school.
- Visits to excelling schools both within our district and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer (AEO)</p> <p>The employment of Aboriginal School Learning Support Officers and Aboriginal Languages Tutor.</p> <p><i>Connecting to Country</i> Professional Learning.</p> <p>Aboriginal Languages Culture Nest to support schools.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$123 118.00) • Support for beginning teachers (\$5 000.00) • Low level adjustment for disability (\$20 000.00) 	<p>The employment of an Aboriginal SLSO allowed identified students to receive support within classrooms and playground settings. Aboriginal Languages, Gumbaynggirr, was offered in all classes K–2 with teachers and students engaging in the learning of Aboriginal languages. K–2 participated in a cultural excursion to areas of significance within the Coffs Harbour District.</p> <p><i>Acknowledgement of Country</i> became an integral component of main assemblies. Five staff attended <i>Connecting to Country</i> gaining a greater insight and understanding leading to deeper discussion of how this impacts on our school community for further discussion in 2019. The AEO worked positively with families and students assisting them in accessing support emotionally and academically and in engaging with our school. Students developed a deep affinity with the AEO finding the AEO room a place to calm and ground themselves, connecting with their culture.</p>
Low level adjustment for disability	<p>Learning and Support Teachers – staffing allocation</p> <p>School Learning and Support Officers employed.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$152 361.00) • Support for beginning teachers (\$5 000.00) 	<p>The provision of an Assistant Principal Student Support and Wellbeing assisted in providing essential point in time support for students and their teachers. This role will be reviewed leading into 2019. All staff identified students requiring PLaSPs and provided identified targeted support through differentiated programs and effective utilisation of Learning and Support teachers and School Learning and Support Officer allocations.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional staff employed to release Assistant Principals for an additional 3.5 hours per week. Casual staff to release all teachers to work with their Assistant Principal, attend Collaboration Days and other identified professional learning.</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$56 637.00) 	<p>Assistant Principals and Instructional Leader worked closely as an executive team aligning focus on School Plan priorities, and the needs of staff and students. Additional time was allocated supporting staff and students in response to behaviour needs and necessary follow up. Collaboration days were effective in engaging with syllabus and realigning this as our source of teaching focus. Staff were engaged in collection and analysis of data through shared conversations.</p>
Support for beginning teachers		<p>In 2018 Tyalla Public School had two beginning teachers employed full time in a temporary capacity receiving allocated funding and one temporary beginning teacher supported through school funds. Assistant Principals, Instructional leaders and mentors worked closely with these teachers identifying professional learning, engaging in deep dialogue focused on student support, syllabus, quality teaching and Accreditation.</p>
Early Action for Success	<p>Instructional Leader allocation.</p> <p>L3 Training \$25000.00</p>	<p>The K–2 team engaged in high level collegial discussions supported by regular review of data on a five weekly cycle. The professional dialogue was directed by the Instructional</p>

Early Action for Success

PLAN2 PL and data entry.

- Support for beginning teachers (\$5 000.00)
- Socio-economic background (\$16 000.00)

Leader initially, for the purpose of modelling and demonstrating productive teaching and learning talk. By the end of the year, 50% of this talk was team led and co-constructed using consistent teacher judgement, reflective practice and coaching to guide dialogue.

Every team member was able to discuss where students were and where they needed to go next in terms of learning. In 2019, the focus needs to become more precise around planning, developing quality talk in the classroom and teacher questioning.

The highest impact on practice was the co-planning, co-teaching and co-evaluating through shoulder to shoulder support from the Instructional Leader with classroom teachers. Additional time was allocated to staff to engage in research based practice at a deeper level and plan changes in practice. The provision of additional time allowed for changes to be embedded and sustained. Greater teacher initiated dialogue, research and passion led to distinct changes in student engagement, participation and contributions.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	161	162	167
Girls	170	170	163	177

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	93.6	93.1	92.6
1	90	93.8	93.5	89
2	92.7	91.5	92.6	91
3	92.8	92.2	90.8	92.3
4	89.7	92.2	91.8	89.7
5	92.5	91.2	92.2	89.9
6	93.4	94.4	90.5	88.3
All Years	92.4	92.7	92	90.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is closely monitored using Department of Education procedures. The use of SENTRAL for electronic roll marking also enabled SMS alerts to families if their child is marked absent. This allowed effective monitoring of attendance patterns by families and the school. Strategies include regular roll checks at stage meetings with teachers and the Assistant Principal, Assistant Principal – Wellbeing and Student Support monitoring attendance and regular contact with parents/carers of students with an absence of two days or more, provision of absence proformas and SMS options for completion. Students whose attendance is causing concern are referred to the School Learning Support Team and referrals are made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans are negotiated with the Principal, parent/carer and HSLO and review meetings are held. The importance of regular attendance at school is communicated to the school community. All staff engage in annual Professional Learning on attendance, student engagement and retention.

Class sizes

Class	Total
K WHITE	18
K AQUA	18
K YELLOW	20
1 ORANGE	19
12 RED	21
12 PINK	22
2 PURPLE	23
3 BLUE	23
34 TEAL	25
34 GREEN	26
4 MAROON	24
56 BROWN	26
56 BLACK	26
56 SILVER	27
56 MAGENTA	25

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.32
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.12
Other Positions	1

*Full Time Equivalent

Tyalla Public School also has one permanent Aboriginal Education Officer (AEO). In 2018 one temporary classroom teacher identified as Aboriginal and the school employed one fulltime Aboriginal School Learning and Support Officer and Aboriginal Languages tutor (K – 2).

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	2

Professional learning and teacher accreditation

Tyalla Public School professional learning reflects Department of Education mandatory training requirements, staff identified professional learning through Performance and Development Plans and school identified focus areas. The Coffs Harbour District Office Advisers and the Director, Educational Leadership NSW also continued to work closely with the school and staff to support vision, direction and understanding; developing teacher capacity and engagement. Staff engaged in weekly identified professional learning, at after school meetings as a whole school and stage. Some focus areas included:

- *Early Action for Success* (K–2) School, with the focus continuing on developing Literacy and Numeracy K–2. A school funded focus was L3 in

all K–2 classes informing current trends and practices in Literacy K–2 and use and analysis of data and tracking student achievement.

- Building Numeracy Leadership (BNL) was commenced in 2018 with four staff engaging in quality professional learning to support building teacher understanding and capacity. The team then engaged in stage-based discussions aimed at building all teachers' understanding of numeracy with a focus on building fluency in Number Sense and Big Ideas.
- Stage 2 teachers engaged in a STEM project aligned with the University of Sydney receiving Professional Learning and presenting the students' works at a STEM showcase alongside other schools in the Coffs Harbour area.
- Wellbeing professional learning was identified as a targeted need. The school participated in a *Getting on Track in Time* (GOT IT) school based mental health early intervention program delivered by NSW Health targeting students in years K–2. This involved working with families and providing professional learning to staff on Child Mental Health. Stage 3 staff attended *Peer Support* training and a number of staff attended training in *Positive Behaviours for Learning*. Staff also engaged in professional learning focusing on Personalised Learning and Support Plans led by the Assistant Principals and supported the *National Consistent Collection of Data on Children with Disabilities*.
- Five staff attended the *Connecting to Country* 3-day course aimed at developing an enhanced understanding of Aboriginal culture, run by the AECG. Attending staff were enlightened and engaged in deep reflection of practice as individuals and within our school setting.

The executive team continued to engage in professional learning on the implementation of the *Learning Progressions* and *Early Action for Success* strategies and interventions. SAP/finance training continued as a focus for the Principal and Administrative staff as the school became more familiar with Administration and Finance systems. The non-teaching staff engaged in professional learning targeted to support identified needs and roles within the school. All teachers engaged in Collaboration days where the Assistant Principals led their teams delving into current research, data analysis and collegial discussions on stage identified focus areas. Staff demonstrated lessons to gain feedback and engaged in deep discussions on student need and where to next. Teaching staff and executive engaged in professional learning on accreditation and beginning teachers were supported through mentoring and professional learning.

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	383,771
Revenue	4,686,537
Appropriation	4,596,196
Sale of Goods and Services	478
Grants and Contributions	87,990
Gain and Loss	0
Other Revenue	10
Investment Income	1,864
Expenses	-4,359,843
Recurrent Expenses	-4,359,843
Employee Related	-4,066,145
Operating Expenses	-293,698
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	326,694
Balance Carried Forward	710,465

Tyalla Public School's financial management processes and governance structures meet financial policy requirements. The school established a budget committee to review finances, plan expenditure and align to school planning and focus areas .

With the rollout of another new budgeting tool and the progressive nature of the School Budget Allocation, there has been a high rollover figure. This has been identified and will be targeted in 2019. Balances carried forward will support the establishment of a Deputy Principal Student Support and Wellbeing, targeted learning support in English and Mathematics with the employment of additional School Learning and Support Officers and quality targeted professional learning for all 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	2,467,619
Base Per Capita	64,009
Base Location	2,620
Other Base	2,400,989
Equity Total	833,910
Equity Aboriginal	123,118
Equity Socio economic	491,275
Equity Language	40,172
Equity Disability	179,345
Targeted Total	246,838
Other Total	793,068
Grand Total	4,341,435

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

Value Added:

The Value Added reports show the growth of student scores between each pair of assessment years, e.g. K–3, 3–5 or 5 – 7, after adjustment for the demographic characteristics of the students.

- K–3 provides an indication of student progress from Kindergarten to Year 3 compared to similar schools with similar students. For Kindergarten performance, the measure uses estimates of literacy and numeracy from the Best Start assessment. The Year 3 performance used for the measure is an average of NAPLAN reading and numeracy scores. Growth from Best Start (Kindergarten) to NAPLAN year 3 identifies Tyalla Public School as **Excelling**.
- In Years 3 – 5 and Years 5 – 7 Tyalla Public School is **Delivering**.

Early Action for Success

2018 was our first full year as an Early Action for Success (EAFS) school. EAFs is a NSW initiative for schools to have access to an Instructional Leader who works side by side with the teaching and support staff in the K–2 classrooms. The purpose is to constantly improve practices in our school around teaching and learning, specific to our student's needs. The Instructional Leader focused on building professional dialogue across the team in terms of quality reflection, data analysis and use, research based pedagogies and shoulder to shoulder co-planning, co-teaching and co-reflection.

In 2018 our school wide target was for 60% of students in writing to reach or exceed expected stage appropriate syllabus benchmarks. We had significant growth in this area across K–2. In Kindergarten, we met this target with 62% of students achieving expectations.

In Year 1, by term 3 we had already doubled the 2017 data in terms of students achieving expectations, with three students excelling.

Year 2 was similar to year 1. By the middle of the year we had increased the number of students on track to meet the expected level by 30% with four students excelling.

In Numeracy, the focus for Kindergarten was building strong number sense. In Stage 1 the focus was on Additive Strategies and Place Value. The *National Numeracy Learning Progressions* were used to monitor and evaluate the impact on student learning. Within Quantifying Numbers an average of 60% of students sat within the expected level to access the Kindergarten syllabus with some students working well above.

NAPLAN

In the National Assessment Program, the results across 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. In 2019 Tyalla Public School engaged in the online delivery in all components except Writing Year 3 which remained a paper test.

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.

Reading:

Within reading the school is continuing to offer targeted support for all students through the engagement of Learning & Support Teachers in classes K–6 supporting individual students, groups and classroom teachers. Utilising school and state funds a teacher also works within the role of K–2 Interventionist and as an Early Action for Success school we have an Instructional Leader working closely with Years K–2.

Writing:

School performance in Writing remains a concern and is an area of identified focus in teaching and learning within our 2018 – 2020 School Plan. All teaching staff and School Learning Support Officers staff will continue to engage in explicit Professional Learning developing an in-depth understanding and capacity, alongside the use of informed data to inform student need and therefore teaching and learning programs and delivery.

Numeracy:

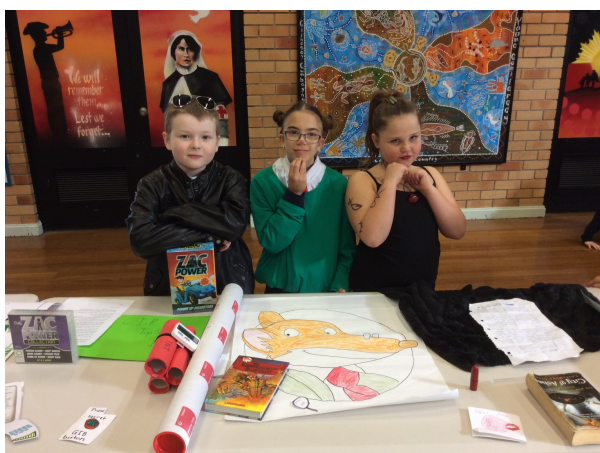
Numeracy is a focus area for Tyalla Public School and identified within our 2018 – 2020 School Plan.

Tyalla is engaged in a project of *Building Numeracy Leaders*, focusing on Number Sense, Number Talks and Working Mathematically – building teacher capacity alongside student achievement. Staff identify students and the areas where we can shift understanding, competency and achievement. Collaboration, quality Professional Learning and dialogue focusing on student need and outcomes will continue into 2019.

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.

In years 3 and 5 in 2018 Tyalla Public School has over 29% of its students who identify as being Aboriginal. The school has a permanent Aboriginal Education Officer and employs Aboriginal School Learning Support Officers to support the engagement of our Aboriginal and Torres Strait Islander students, with a focus on Literacy and Numeracy. They work closely with the classroom teachers to support students.



Parent/caregiver, student, teacher satisfaction

Tyalla Public School continues to endeavour to build stronger partnerships with our community, develop connections and work towards a shared vision.

As a component of Positive Behaviour for Learning (PBL) parents/caregivers were surveyed to explore the values they believe need to be represented as a priority focus for Tyalla Public School. These will form the pillars or central values of our PBL focus. Six options were provided for feedback: Respect, Courage, Resilience, Compassion, Responsibility and Courtesy. Of the parents/caregivers surveyed overwhelmingly the number one priority was Respect with 35% choosing this, followed by Compassion and Responsibility at 16% each, 12% choosing Courtesy, 11% Resilience and 10% Courage. This data alongside input from staff and students early in 2019 will guide our PBL implementation .

In 2019 we aim to continue to build the engagement of our families in school decisions and in working together to continue to move the school forward positively.

Staff completed surveys reflective of the new model of Collaboration Days. Teaching staff indicated that the process of collaboration days was very relevant to their

classroom practice, enabled targeted professional discussions impacting directly on their classroom practice and programming and increased their understanding of and engagement with data and reflective processes. Staff valued the opportunity to work deeply as teams, to engage in reflective dialogue and systematic data analysis.



Policy requirements

Aboriginal education

Aboriginal Education is a Department of Education priority and an important aspect of Tyalla Public School. 33% of our school population identify as Aboriginal and/or Torres Strait Islander. In 2018 *Acknowledgment of Country* was introduced at all main assemblies delivered by students. It is also delivered at all professional learning and other meetings by members of our school staff. Five staff members attended the Connecting to Country training in 2018 and all attending staff came back enlightened, engaging in deep discussion and reflective of their own and school wide systems and practices. We are proud to have a full-time permanent Aboriginal Education Officer (AEO), Aunty Glenda, as a member of our school staff and vital member of our school community. Aunty Glenda works closely with families, students and teachers and is a wonderful source of history and knowledge. She works in classes supporting Literacy and Numeracy and student engagement, opens her AEO room at break times for students, staff and community to be welcomed and is a positive conduit between the school, community and agencies. All students K–2 received Gumbaynggirr lessons delivered by an Aboriginal tutor. K–2 classes participated in a cultural excursion visiting places of significance in our local area including Muttonbird Island and Arrawarra – Uncle Mark Flanders shared his extensive knowledge and connection with the local area. NAIDOC Day was indeed a celebration as our school community came together to celebrate and acknowledge the theme for 2018 – *Because of Her, We Can!* Elders and families attended a special assembly and enjoyed a banquet, mingling, meeting new people, engaging in conversations and enjoying the day. All classes engage in Aboriginal Perspectives as part of Key Learning Areas as well as at times of cultural significance.



Multicultural and anti-racism education

Tyalla Public School has an inclusive culture celebrating difference and ensuring flexible differentiated learning for students.

At Tyalla Public School 40 students (12%) identified as having a language background where English is an additional language or dialect. Of these, 19 were born overseas, 17 of whom migrated from a refugee experience. Language backgrounds include Gumbaynggirr and other Aboriginal languages, Dari, Ewe, German, Dinka, Karen, Italian, Vietnamese, Swahili, Indonesian, Spanish, Persian, Punjabi, Tigrini and Samoan. 16 do not require additional language support and are working at expected levels for their stage/grade. 34 students received support, in a variety of forms including intensive new arrival program (NAP), small group support, classroom program differentiation and cultural education. 14 of the supported population(41%) are at the Beginning Level of the EAL/D learning progressions with most having little or no literacy in their home language. The EAL/D progressions were utilised to guide teacher understanding of EAL/D students progress and needs. The EAL/D program is responsive to need and enrolment data. The settlement of new families in the Coffs Harbour region and movement of these families due to personal circumstances is quite fluid and transient. In 2018 the program employed an experienced EAL/D teacher and Bilingual Learning and Support Officers. Our school celebrated Harmony Day as an important day on our calendar. This reinforced the importance of every student and their family within our school community, irrespective of their family or cultural background.

Tyalla Public School has two trained Anti-Racism Contact Officers (ARCO) within the staff and promotes the importance of inclusion and living peacefully with

Other school programs

STEM

At the end of 2017, Stage 2 applied to be included in the STEM academy professional learning opportunities in 2018. The aim of the academy was to promote teaching in the fields of Science, Technology, Engineering and Mathematics through Project Based Learning (PBL). It involved all Stage 2 teachers and one stage 3 teacher attending professional learning over the course of the year to build teacher skills in delivering curriculum to students through PBL. As a Stage we identified where our skills and knowledge fell on the PBL continuum. Some staff were starting at teacher directed activities whilst others were implementing projects that were beginning to be led by student inquiry. As the year progressed all staff moved along the continuum, with staff feeling more confident to attempt student led projects. Students were actively engaged in various topics involving many community stakeholders e.g.: St Josephs Nursing Home and local businesses. The staff then delivered a presentation on their journey to many other local schools.

Tyalla Public School focused on an overarching theme of "Tyalla Cares," with several small projects under this banner. Students in individual classes mapped out areas they wanted to pursue. They worked on term-long projects in teacher chosen groups to complete designs for their chosen projects. Projects undertaken have included:

- * Caring for our Elderly, designing games and visiting local nursing homes

- * Caring for our Wellbeing, designing an obstacle course in the school grounds.

- * Caring for Our Farmers, designing a market stall to sell items and raise money for the Farmers. Students invited the community to the Market Day, with \$3500 raised in profit. Most students sourced donations from our local businesses.