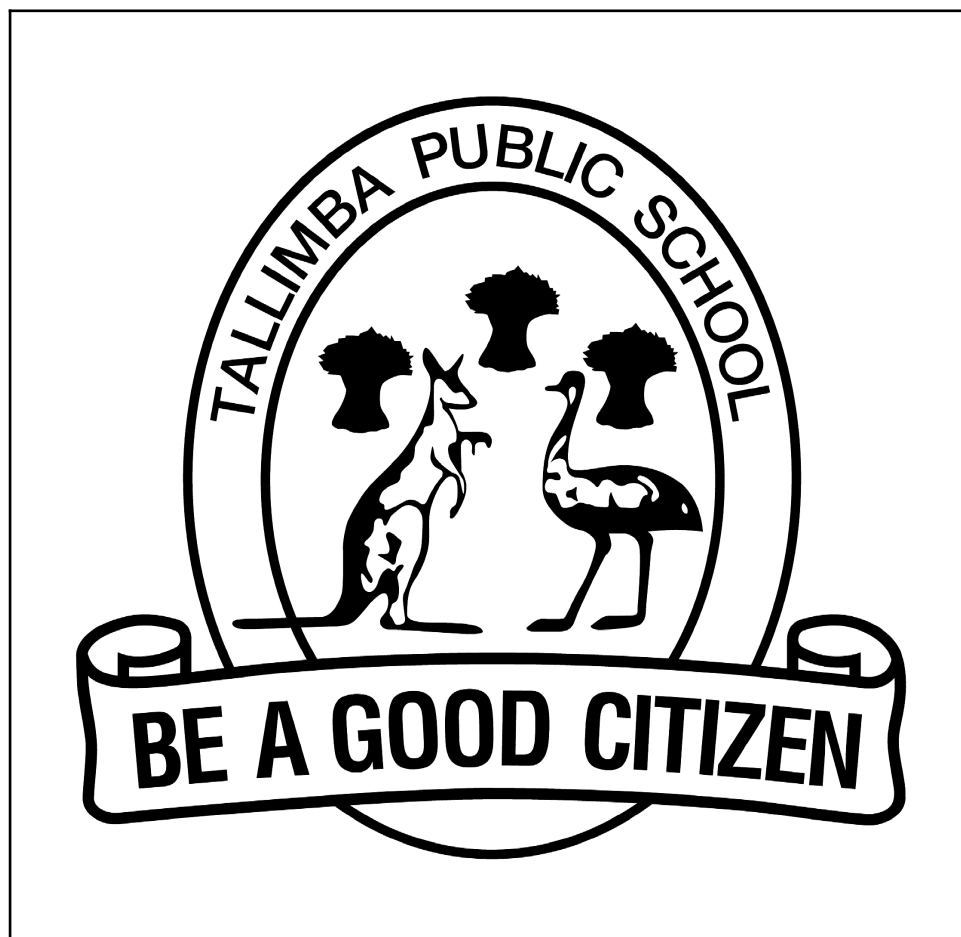


Tallimba Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Tallimba Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Tallimba Public School is committed to providing quality education in a nurturing, innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be active, confident participants in a quickly changing global society.

Tallimba Public School is a little school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of fewer than 20 residents. The village serves the surrounding stock raising and crop growing area.

Parents are supportive and have indicated they would like to strengthen welfare programs that overcome some of the disadvantages caused by local environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social, and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20–30 students. Current changing demographics have seen a transient population of students. Currently, a significant number of enrolments are from low socio-economic families.

There are two full-time teachers; a teaching principal and a classroom teacher. A part-time teacher is employed three days a week, as well as one part-time Learning Support Officer (SLSO), for two multigrade classes.

For three days per week, the students are organised into stage groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy, and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching

Purpose

- To ensure teachers have contemporary content knowledge and implement learning opportunities for students which are engaging and evidence-based, using effective quality teaching practices.
- Teachers evaluate the effectiveness of their teaching and use ongoing assessment practices to evaluate and refine teaching practices.

Improvement Measures

- Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool.
- Teachers are reflecting on practice and achieving goals set in their Professional Development Plan (PDP).
- A sustainable collaborative practice system is embedded across the Rural Innovative Educators Network (RIEN).

Progress towards achieving improvement measures

Process 1: Collaborative practice

- Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers within the Rural Innovative Educators Network (RIEN) and Tallimba Public School for monitoring student learning.

Evaluation	Funds Expended (Resources)
In 2019 the RIEN continued to support the development of new scope and sequences driven by collaboration. Teachers from across the RIEN were asked to provide feedback relating to the implementation of Science and HSIE documents. This will inform the review of the scope and sequences effectiveness in classroom practice. In 2019 we continued to refine our protocols and practices through classroom observations (GROW) with the specific purpose of creating a space for professional conversations around teaching practice related to the teaching standards.	RIEN Scope & Sequences 2 x casual relief \$1000 RIEN Assessment Focus 1 x casual relief \$500 GROW Lesson Observations 3 x casual relief \$1500

Process 2: Professional Development

- Draw on research-based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
As a result of attending the Additive Strategies professional learning, teachers focused on additive strategies within their classroom practice. This focus led to rich conversations around how students learn and the acquisition of numeracy skills. Professional learning in Phonological Awareness provided teachers with the opportunity to reflect on research-based strategies that support the acquisition of reading skills. The implementation of Best Start Kindergarten has provided significant baseline data to inform individual student need, whilst providing feedback to parents.	Additive Strategies 4 days x 2 casual relief RFF \$4000 Best Start for Kindergarten– 2 x casual relief \$1000 Effective Reading– Phonological Awareness–Nil cost

Strategic Direction 2

Quality Learning

Purpose

- To provide students with innovative learning opportunities and quality experiences in a school culture which is strongly focused on learning and the building of educational aspirations.
- Promoting resilient, self-directed and adaptable learners, who are accountable for their own learning and achievement.

Improvement Measures

- Increase of growth in targeted age appropriate levels, as reflected in NAPLAN data and other external data.
- Increased improvement across the school in aspects of numeracy and literacy as indicated through the continuum/progression data.

Progress towards achieving improvement measures

Process 1: Assessment

- Develop staff knowledge in the use of Assessment as, of and for learning that leads to effective structures and policies across the school for the collection and effective use of data for student learning.

Evaluation	Funds Expended (Resources)
Through participation in a variety of Professional Learning opportunities, all staff has reflected on their assessment practice. RIEN principals have completed some rich assessment tasks to support the RIEN scope and sequences and will continue this process in 2020.	Unpacking Data 2 x casual relief \$1000 RIEN Assessment Focus 1 x casual relief \$500 LaST Induction 1 x casual relief \$500 PLAN 2 Technical Guide 1 x casual relief \$500 Data Skill Website Training 2 X casual relief \$1000

Process 2: Visible Learning for Students

- Professional development in making learning visible and purposeful for students through the provision of: learning intentions, success criteria in child friendly terminology, exemplar student work and assessment feedback: teacher to student feedback, student to student feedback and student to teacher feedback.

Evaluation	Funds Expended (Resources)
Some students can articulate learning intentions and success criteria for whole-class activities. All students can collaboratively set, articulate, and independently work towards personal learning goals. Processes for 'assessment as learning' need to become a whole school approach.	SCOPE Visible Learning 3 x casual relief \$1500

Strategic Direction 3

Wellbeing for Success

Purpose

- To ensure every student is equipped with the social, emotional and physical skills that will empower them to connect, succeed and thrive in our ever-changing challenging world.

Improvement Measures

- Increase in attendance rate.
- Improved students behaviour and engagement across the school.

Progress towards achieving improvement measures

Process 1: Positive Behaviour Learning (PBL)

- Develop jointly constructed positive wellbeing strategies (PBL program) for students, teachers and parents to support a positive and collaborative school culture.

Evaluation	Funds Expended (Resources)
Co-developed expectations have been explicitly taught to support the wellbeing of students to connect, succeed, thrive and learn. A change in personnel meant that this focus has shifted and will be revisited in 2020 once new professional learning has been sourced.	Staff meets to discuss PBL expectations.

Process 2: Wellbeing Framework

- Develop staff knowledge of the well being framework and policies. Evaluate current programs and develop programs and practices that reflect the framework and allow students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Wellbeing data was reviewed regularly which identified need and allowed for a differentiated level of personalised support. Whole school systems to support the discipline, attendance and anti-bullying policies are being developed which will be refined in consultation with the P & C in 2020.	P & C, Staff meetings

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Staffing FTE 0.2 = \$21 343 Flexible Funding = 0.2 teacher plus SLSO MacqLIT Kit = \$1 563 Course costs = \$1 726 Casual teachers 4 days relief = \$2 000	All students with low level learning disabilities received targeted learning support with a Student Learning Support Officer. Intervention programs were on an individual or small group basis within the K–2 setting. Years 3–6 were catered for by an additional classroom teacher who ensured Individual Learning Plans were developed for targeted students to address individual needs. External agencies were sourced to address individual needs. The MacqLIT program was successfully introduced to address the specific literacy needs of students.
Quality Teaching, Successful Students (QTSS)	Staffing 0.043 =\$4 589	Teachers were released to facilitate peer observation rounds and collaboration to refine and enhance classroom practice.
Socio–economic background	Staffing FTE 0.1 = \$10 672 Flexible Funding FTE 0.1 = \$10 672	Students from low socio–economic backgrounds were provided with increased learning opportunities to improve learning outcomes through the provision of an additional teacher to reduce class sizes and provide targeted teaching three days per week. Additional school–based funds were used to facilitate this program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	11	11	12	12
Girls	12	13	12	15

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	97.2	92.3	91.7
1	89.9	92.1	94.7	92.3
2	92.3	88.3	93.1	93.3
3	92.3	88.2	95.3	93.6
4	90.7	95.2	90.5	92.2
5	96	89.2	95.3	93.2
6	96.7	93.5	87.9	90.1
All Years	92.9	92	93.4	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	36,824
Revenue	553,451
Appropriation	546,948
Grants and contributions	6,437
Investment income	65
Expenses	-502,428
Employee related	-452,916
Operating expenses	-49,512
Surplus / deficit for the year	51,023

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	49,306
Equity - Aboriginal	0
Equity - Socio-economic	20,854
Equity - Language	0
Equity - Disability	28,453
Base Total	460,664
Base - Per Capita	5,631
Base - Location	12,685
Base - Other	442,348
Other Total	13,346
Grand Total	523,317

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

In 2019, our school sought the opinions of parents, students, and teachers about our school culture and feedback through the Tell Them From Me survey platform. A sample of their responses is listed below.

From our parent respondents:

- 89% of parents feel welcome when they visit the school, and 80% feel they are well informed.
- 80% reported school supports learning with 52% of parents supporting learning at home.
- 84% believe the school supports positive behaviour with 86% reporting the school promotes safety.

From our Year 4–6 student respondents:

- 80% reported that school staff has high expectations for all students to succeed with 72% acknowledging a positive learning climate
- 100% reported a positive sense of belonging with 91% reporting positive relationships with other students.
- 91% feel they receive quality instruction with 70% of students reporting to be interested and motivated.

From our teachers:

- 83% reported they work collaboratively with 88% reporting they talk to other teachers about strategies to increase student engagement.
- 83% reported setting high expectations for students with 75% talking to students about barriers to learning.
- 79% reported helping students set challenging learning goals as well as discussing with students ways of seeking help when required.
- 83% reported when students' formal assessment tasks or daily classroom tasks fail to meet expectations teachers provide students with an opportunity to improve.



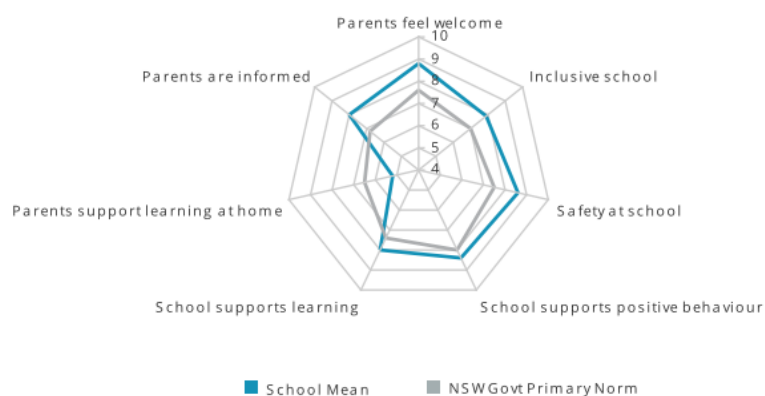
'Partners in Learning' Parent Survey Report

NSW CESE Project

Tallimba Public School

Two-way Communication with Parents

Kindergarten - Year 6 (Primary)



Eight Drivers of Student Learning

Kindergarten - Year 6 (Primary)

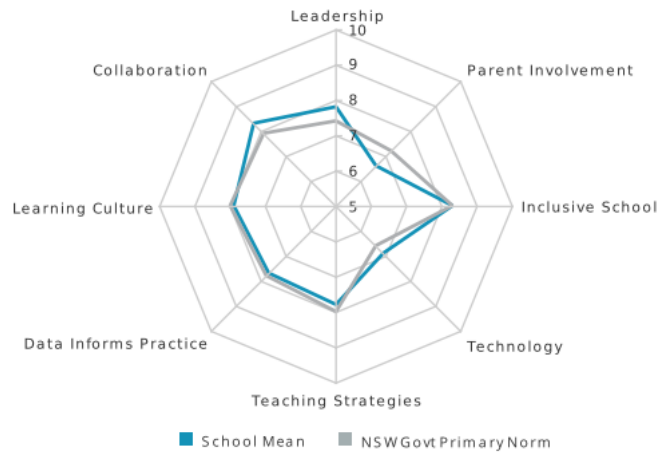


Figure 1: Percentage of students socially engaged

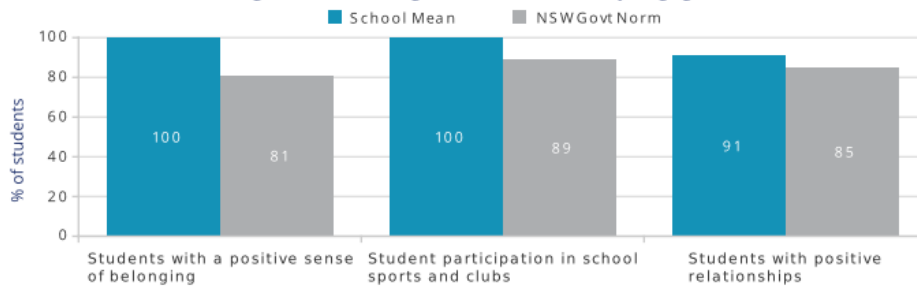


Figure 3: Percentage of students intellectually engaged

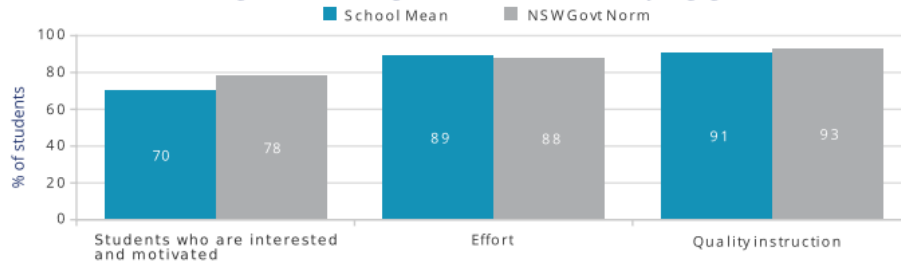
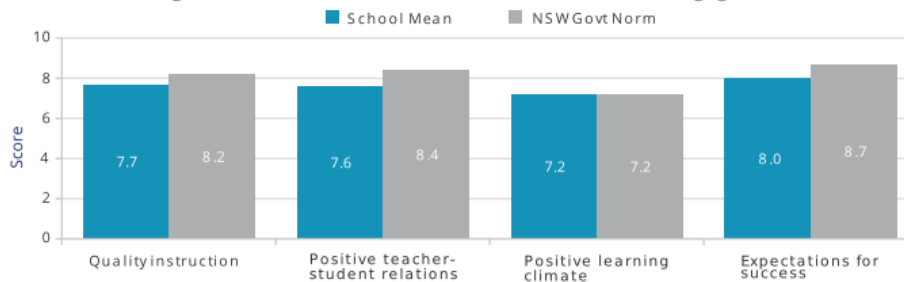


Figure 6: School-level factors associated with student engagement



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
 - Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
 - Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
 - Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.
-
- Aboriginal education is embedded in Key Learning Areas, taught through specific units of work, and as a cross-curriculum priority. To celebrate NAICOC Day students travelled to Lake Cargelligo and participated in a rich cultural immersion day.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.