Tallong Public School

2019 Annual Report

3154

Introduction

The Annual Report for 2019 is provided to the community of Tallong 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.

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Message from the principal

2019 has been a very successful year for Tallong Public School. Teachers had several Teacher Professional Learning (TPL) opportunities, one of which was a study tour to a future focused school and the Departments 'Futures' unit at Technology Park. From all the TPL acquired through 2019, we furnished all class settings with flexible furniture, technology and new hands on and online resources to align with evidence based Learning Modes and pedagogy. The students were more engaged in their learning environment and had choice to suit their learning needs.

We set out to make sure that 'every student is known, valued and cared for'. We designed and implemented a new Wellbeing policy and introduced a positive rewards system along with expected behaviours in conjunction with students and the community. New welfare programs and events were initiated to assist all of our school community. Additionally, data analysis came to the forefront and all teachers used data to track their students as ways to individualise learning and to show growth. Tallong Public School was successful in being able to show 1 years growth for writing and reading.

Working with the P&C and other stakeholders, Tallong Public School enhanced its aesthetic appearance working on regenerating native gardens, improving the playground and creating shade for our students.

A personal highlight for me was the introduction of Tallong's first sporting houses named after local and current sporting identities. Croker House – Jarrod Croker (Rugby League), Turner House – Glen Turner (Hockey) and Ryan House – Ellen Ryan (Lawn Bowls). All of the Tallong community embraced this initiative and with the Premiers Sporting Challenge the aim is to increase physical activity for all students.

Mr Scott Osborne

Principal

School background

School vision statement

At Tallong Public School our vision is for committed teachers to collaboratively develop their teaching practice and, in partnership with the community, support every student in achieving their learning potential and acquire skills that prepare them for the future. We aim to develop creative individuals who are committed to practices that lead to well–being of self and others.

School context

Tallong Public School is a small rural school set in the Southern Tablelands village of Tallong. The school is supported by the community and an active and committed Parents & Citizens organisation. The school is a member of the Moss Vale Community of Schools, Goulburn Network as well as the Bong Bong Learning Community of schools, whose principals and staff collaborate to provide transition programs and academic, sporting and creative opportunities for all students. The village is a growing population and school enrolments have risen dramatically over the past few years to 66 students grouped in 3 multi–stage classes. An Early Learning Hub encourages parents and pre–school children to participate in structured activities one morning per week.

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

Strategic Direction 1

Quality Teaching

Purpose

To build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner in literacy and numeracy.

Improvement Measures

Increased % of students average scaled score in PAT Reading..

Increased % of students average scaled score in PAT Maths.

Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.

All staff engage in professional dialogue, collaborative practice and data use as measured by confidence / satisfaction surveys.

Progress towards achieving improvement measures

Process 1:   Collaborative practice

Planned combined professional learning meetings across BBLC. BBLG collegially developed protocols for observations and feedback. Teachers participate in classroom planning, observations and feedback across the BBLC schools based on PDP goals aligned to the Professional Standards. Planned stage based meetings for consistent teacher judgement.

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data is BBLC survey, verbal feedback, principal meeting minutes from BBLC. After analysing this data we know that the staff value the joint TPL sessions with improve teaching and learning. This has implications for 2020 such as Tallong moving to a new network.	$4000

Process 2:   Using data to inform practice

Collection of baseline data across schools in the form of surveys. Quality professional learning provided to teachers in the effective use of data. All schools to complete PAT comprehension and Maths in Term 4. Regular stage meetings for teachers to share and analyse data.

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data is PAT data, standardised testing, in school numeracy, reading and writing data to inform their practice. After analysing the data, staff use this data to continually update their teaching and learning program and also tailor ILPs for identified students. This has implications for 2020 due to having multistage classes.	$1500

Strategic Direction 2

Wellbeing

Purpose

To embed wellbeing as a cornerstone to enable students to flourish.

Improvement Measures

2018 parent/teacher/student surveys demonstrate that every parent, student and staff member has an understanding of the Wellbeing Framework for Schools and of the concept of wellbeing and its close link to learning..

By 2020 at least one parent of each family is represented at parent/teacher/ student interviews. Attendance rates at parent forums, meetings and social gatherings increase measurably.

Attendance and punctuality rates for all students improves with a target of no unexplained absences by 2020

100% of classroom observations and student ILPs and PLPs demonstrate that students are supported to attain their personal learning goals.

2018–2020 All students have the opportunity to participate in school decision making through an effective Student Representative Council as recorded in its meeting minutes.

Progress towards achieving improvement measures

Process 1:   Positive psychology
   • Embed positive psychology   in all aspects of Tallong Public School life for **students**, **staff** and the **community**.
   • Actively cultivate the dispositions of optimism, resilience, determination and compassion for others in interactions and learning experiences.

Evaluation	Funds Expended (Resources)
During 2019 the staff collected data to confirm the impact of their work. The data was collected from staff, student and community surveys, verbal feedback, positive and negative behaviour data. After analysing this data we know that there is a positive school culture emerging and the expectation that all students will learn and grow . This has implications for 2020 such as continuing to build on our Wellbeing policy including teacher consistency due to staff turnover.	$5600

Process 2:   Equity
   • Educate students in issues of gender, identity, diversity and equality.
   • Create leadership and character development in all students that strengthen student voice, build individual confidence and discover their talents and strengths.
   • Equip students with tools and strategies to navigate the challenges of life.

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data is school extra curricular events, new school programs and more opportunities. After analysing this years activities we know that Tallong has created additional opportunities for its students to build leadership capacity and increase their own confidence in their own identity. This has implications for 2020 such as continuing to offer extra curricular activities with limited staff and low student enrolments.	$2700

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Spent $5164 on resources **Funding Sources:** • Aboriginal background loading ($5 164.00)	$5146 was spent on resources to enhance our Aboriginal cultural knowledge across curriculum syllabus requirements. In association with National Parks and Wildlife Service all students went on an excursion to Bundanoon Public School for NAIDOC celebrations with other small schools in our area.
Low level adjustment for disability	A total of $28326 was allocated to the area of low level adjustment for disability. **Funding Sources:** • Low level adjustment for disability ($28 326.00)	$28326 was used toward employing SLSOs and a Learning and Support teacher.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($12 592.00)	QTSS was used to assist employing Learning and Support Teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	36	42	44	44
Girls	24	23	23	20

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	91.9	96.4	89.5
1	87.5	90.6	90.9	92.3
2	94.7	93.2	92.1	90.5
3	95.5	94.8	90.2	90.6
4	89.9	95.5	92.8	68.1
5	95.5	96	92.6	92.6
6	95	93.4	94.1	89.6
All Years	93.3	93.7	92.7	89.4
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)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	111,001
Revenue	840,703
Appropriation	807,093
Sale of Goods and Services	851
Grants and contributions	32,091
Investment income	669
Expenses	-818,369
Employee related	-677,689
Operating expenses	-140,680
Surplus / deficit for the year	22,334

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	17,999
Equity Total	74,044
Equity - Aboriginal	5,164
Equity - Socio-economic	38,240
Equity - Language	0
Equity - Disability	30,639
Base Total	655,244
Base - Per Capita	15,721
Base - Location	7,929
Base - Other	631,594
Other Total	29,737
Grand Total	777,024

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.

NAPLAN Online

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. 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.

Parent/caregiver, student, teacher satisfaction

Parent Response

I feel welcome when I visit the school. 7.5

I can easily speak with my child's teachers. 6.2

I am well informed about school activities. 6.7

Teachers listen to concerns I have. 6.9

I can easily speak with the school principal. 7.5

Written information from the school is in clear, plain language. 7.8

The school's administrative staff are helpful when I have a question or problem. 9.1

Student Response

83% of students have a positive sense of belonging at school.

100% of students value schooling.

100% of students try hard to succeed in their learning.

Parent/caregiver, student, teacher satisfaction

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.

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.