Tooleybuc Central School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Tooleybuc Central 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

Throughout 2019, Tooleybuc Central School has been diligently striving to provide outstanding opportunities for our school community. Teachers and staff have worked tirelessly to refine their quality practice to ensure students have access to outstanding learning experiences both in and outside of the classroom.

Students have once again shown strong growth in their learning and also in the development of their social and emotional wellbeing. There have been a number of activities provided to for students to support their achievement, including our biannual Performance Night. This was a wonderful opportunity for students display their talents and perform for our community. In 2019 we also purchased a large amount of STEM equipment and ran workshops to develop their skills.

We have also had some sporting success with our Girls Netball Team winning the Central School State Knockout Championships and our Boys Cricket Team making the State Finals. This is a wonderful achievement for our school.

We have continued to have been well supported by our P & C who have worked tirelessly to fundraise to provide extra opportunities for our students, we thank them for their efforts.

In 2020 we will continue on our journey of continuous improvement as we strive for excellence. I look forward to leading our school on this journey.

Melanie Wait

Principal

School background

School vision statement

Tooleybuc Central School is committed to creating resilient learners who are supported to achieve their personal best. Teachers at Tooleybuc Central School are future focused, using innovative and collaborative practices, in an environment where every student is known and cared for, allowing them to connect, succeed and thrive.

School context

Tooleybuc Central School is a small rural, central school catering for 112 students from Foundation to Year 12. The school is focused on all students achieving their personal best. Tooleybuc Central School is located on the banks of the Murray River in South West NSW and draws students from both the NSW and Victorian towns on the boarder.

Tooleybuc Central School has a number of quality programs embedded across the school to support students. The school also has strong links with TAFE to provide outstanding educational opportunities in Vocational Education in the Senior Years.

The school receives DoE Equity funding for Low Adjustment Disability, Socio–Economic Background and Aboriginal Background to support targeted programs across both the primary and secondary departments.

The school has an active Parents and Citizens Association who support our school providing valuable donations to support the purchase of student resources.

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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

CULTURE OF LEARNING

Purpose

To create highly motivated and successful learners who are empowered to become confident and creative citizens that are committed to life long learning, allowing them to achieve their personal best.

Improvement Measures

Future Focused Learners

Increase the number of students who are organised for learning and participating in activities to allow them to achieve their personal best and transition successful to life after school

Growth Mindset

Increased number of students with a Growth Mindset across the school, demonstrating resilience when faced with adversity in their learning and as part of their daily lives.

Innovative Technologies

An increase in use of innovative technologies to support student learning and in the skill levels of students and teachers.

Progress towards achieving improvement measures

Process 1: Growth Mindset

To embed a growth mindset culture across the school where students take risks with their learning and demonstrate resilience when faced with adversity.

Evaluation	Funds Expended (Resources)
Wellbeing Programs *Evidence of Impact:* Feedback from Wellbeing sessions have demonstrated students feeling an increased sense of resilience and understanding of ways to support wellbeing. Tell the From Me data shows an increase in positive relationships across the school *Where to next:* Research into the Resilience Project and aspects that can be implemented into the school. Continued participation in the Tell Them From Me Surveys Focus on Attendance Stretch Targets. Complete Learning Goals more regularly in secondary. Complete Learning Pit review	

Process 2: Innovative Technologies

To investigate and utilise a range of different innovative technology to support student learning in the classroom.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Evidence of Impact: Technology has been purchased and effectively set up to coordinate the ongoing use throughout the school. This has been supported by a SAO to support the administration of the technology. Professional learning has been provided to classroom teachers, SAOs and SLSOs to embed this program into school practice and modeled teaching by a trained person has also occurred building teacher capacity. Foundation to Year 8 have participated in Robotics and Coding, *Teacher feedback has identified students have developed skills in:* Problem solving Effective collaboration Resilience and persistence to work through difficult tasks. *Where to next:* Purchased a 3D printer for use next year Implementation of the new TAS Mandatory Syllabus Continued development of teacher skills in STEM.	**Funding Sources:** • Socio–economic background ($30000.00)

Process 3: Future Focused Learners

Students will be provided with a vast range of different experiences to provide them with opportunities to identify and develop the skills necessary for potential future career pathways.

Evaluation	**Funds Expended (Resources)**
Students have been exposed to a vast range of Career Activities including: • Mock Interviews • TIS Tour • Mildura TAFE Careers Excursion • Australian Defence Force • Stage 3 TAFE Tour • Game Ed Excursion • White Card Training (WHS Induction Training) • Work Experience • Work Placement *Evidence of Impact:* 50% of Year 10 students have achieved apprenticeships. Student feedback demonstrates a better understanding of future career pathways. Students have retaken aptitude tests to better understand their future subject choices and career choices. *Where to next:* Ag Career Expo Return of targeted programs to enable futures years to develop the same understandings.	**Funding Sources:** • School To Work ($3000.00)

Strategic Direction 2

EXCELLENCE IN TEACHING

Purpose

For teachers to have a shared responsibility for student improvement, through explicit processes for collaboration to drive the implementation of evidence based pedagogy across the school, utilising visible learning practices.

Improvement Measures

Collaborative Practices

Teachers will have structured processes to enage in collaboration with other staff members to share and refine teaching practices.

Using Data Effectively

All teachers effectively use data to inform their teaching practice and provide effective feedback.

Quality Professional Learning

All teachers have participated in evidenced based learning and used these evidence based practices to support student growth.

Curiosity of Powerful Learning

The school has effectively reviewed school practices using the ten theories of action and has embedded the strategies across the school.

Progress towards achieving improvement measures

Process 1:   Collaborative Practices

Engaging in quality professional learning in evidence based practices and the development of effective collaboration structures to share and refine teaching and learning in the classroom.

Evaluation	Funds Expended (Resources)
Evidence of Impact: Primary teachers have collaborated to implement the VCOP program across the school. **Where to next:** Implementing the parameters of clarity across the school.	Teacher release **Funding Sources:** • Professional Learning ($1445.00)

Process 2:   Quality Professional Learning

Drawing on research based evidence to develop and implement high quality professional learning to support student growth in literacy and numeracy, (TEN, RR, L3, Learning Progressions) with a focus on visible learning.

Evaluation	Funds Expended (Resources)
VCOP Writing **Evidence of Impact:** Primary teachers have participated in a 'Cold Write' writing moderation each term	**Funding Sources:** • Professional Learning ($2673.00)

Progress towards achieving improvement measures	
VCOP Board in every classroom which has allowed consistency in language across the school. Teacher observation – increase in student attitude, writing, vocab and punctuation. *Where to next:* Professional Learning – Assessment/Data Tracking/Big Talk Cold Write to include secondary **Literacy DEN** *Evidence of Impact:* Specific activiites included in teacher programs – eg Sentence Strip activities LIPI Groups implemented in Stage 1 Writers Workshops *Where to next:* Continue Writer's Workshop to include secondary students. Professional learning for SLSO Possible LIPI groups for withdrawal	

Process 3:   Using Data Effectively

All teachers are supported to develop skills in the effective analysis of data and strategies to use this to inform teaching practices to meet the needs of all students in the school.

Evaluation	Funds Expended (Resources)
Evidence of impact: Teachers mapping students on PLAN 2 Data collected on each student to inform support needed to improve. *Where to next:* Developing all teachers skills in their ability to use data to inform their practice.	

Process 4:   Curiosity of Powerful Learning

Using the ten theories of action of Curiosity and Powerful Learning, the school will review the current practices across the school and embed evidence based strategies across the whole school to allow for powerful learning.

Evaluation	Funds Expended (Resources)
Evidence of Impact: Teachers enjoyed observing other teachers and develop their skills in a supportive environment. *Where to next:*	**Funding Sources:** • Professional Learning ($7500.00)

Progress towards achieving improvement measures

Combining Curiosity and Powerful Learning with Lyn Sharrat's 14 parameters of Clarity to support student learning in the classroom.

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Strategic Direction 3

CONNECT, SUCCEED AND THRIVE

Purpose

For the school to develop quality relationships with all stakeholders, supporting students to become resilient learners striving to achieve their personal best.

Improvement Measures

Resilience

Students will display a range of different strategies to cope when faced with difficulty in their learning and in their daily lives.

Parents in Partnership

Parents will have a clear understanding of how to support their child in their learning goals

Wellbeing

Across the school there will be a consistent structure to support student wellbeing.

Progress towards achieving improvement measures

Process 1: Parents in Partnership

Targeted information sessions, communicating key messages to support parents in understanding the requirements of the learning students are undertaking at key points in their student's education.

Evaluation	Funds Expended (Resources)
Evidence of Impact: A majority of parents stayed after Primary Assembly to participate in activities in the classroom and playground TTFM Results – 33% felt SMS was useful, 67% very useful in communicating with parents 83% felt there was adequate communication between the home and the school. 83% of parents felt the school prevented bullying *Where to next:* Investigate ways students would like to be involved in their child's learning and activities in schools.	**Funding Sources:** • Consumables ($500.00)

Process 2: Wellbeing

Wellbeing structures will be reviewed using the Wellbeing Framework and investigate the implementation of KidsMatter and MindMatters to develop a consistent approach to student management across the school.

Evaluation	Funds Expended (Resources)
Evidence of impact A number of stymie reports were made and students were referred to the school counsellor, school chaplin or year adviser for appropriate support and	**Funding Sources:** • Resources ($2000.00)

Progress towards achieving improvement measures	
documented on SENTRAL. The merit reward system was reviewed by the staff and P & C and a new 'Gotcha' system will be implemented in 2020. GEM will remain the same with stricter monitoring systems in place. Continued opportunities to support parental opportunities. Surveying parents about how they would liked to be involved int he school. *Where to next:* Improve GEM monitoring procedures.	

Process 3: Resilience

Students will participate in targeted programs focused at developing resilience in their learning an their daily lives.

Evaluation	Funds Expended (Resources)
Evidence of impact: Primary students were recognised each week as demonstrating the values studied as part of Bounce Back. PASS students running activities helped to develop student awareness of key issues and increased engagement in physical activity *Where to next:* Provide more opportunities for student leaders to support wellbeing across the school.	**Funding Sources:** • Casual relief ($1000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($10 627.00)	Students participated in MultiLit and other targeted STLA programs which saw significant growth in learning outcomes.
Low level adjustment for disability	LaST & SLSO **Funding Sources:** • Low level adjustment for disability ($10 856.00)	During 2019 targeted support has been provided to students to allow them to achieve learning outcomes. Students have participated in the BOOST reading program to support the development of reading, fluency and comprehension skills.
Quality Teaching, Successful Students (QTSS)	Teacher release **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($1 414.00)	QTTS funding has supported teachers in the collaboration to allow the effective implementation and new syllabi.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	72	64	59	61
Girls	56	56	57	51

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95	93.6	92.3
1	95.2	93.1	89.8	95.2
2	91.2	95.8	93.3	94.4
3	96.2	84.9	96.3	94.2
4	94.5	96.7	81	95.5
5	92.8	98.9	94.5	83.4
6	97.4	91.8	87.8	92.1
7	90.5	97.5	90.7	94.3
8	91	76.3	95.3	91.6
9	93.3	90.5	76.8	96.1
10	92.6	92.6	90.8	91.4
11	86.1	91.9	90.5	92.4
12	81.5	82.3	95	85.8
All Years	92.2	91.8	90.9	92.6
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
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	28
Employment	50	7	28
TAFE entry	0	0	0
University Entry	0	0	28
Other	0	0	14
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

40.91% of Year 12 students at Tooleybuc Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Tooleybuc Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*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	253,609
Revenue	2,537,130
Appropriation	2,482,094
Sale of Goods and Services	6,584
Grants and contributions	45,502
Investment income	1,484
Other revenue	1,467
Expenses	-2,412,097
Employee related	-2,035,758
Operating expenses	-376,339
Surplus / deficit for the year	125,033

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	76,339
Equity Total	141,827
Equity - Aboriginal	10,627
Equity - Socio-economic	74,691
Equity - Language	0
Equity - Disability	56,509
Base Total	1,956,625
Base - Per Capita	27,218
Base - Location	82,719
Base - Other	1,846,688
Other Total	173,247
Grand Total	2,348,038

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

In 2019 Tooleybuc Central School offered a wide range of curriculum to suit the needs and interests of our students in Stage 6. We continued to offer a mixed model of delivery with some subjects delivered in a compressed model.

Students recieved pleasing results in their HSC examintions including:

- Band 5 results in Electrotechnology, Business Studies, Community and Family Studies and VET Primary Industries; and
- Above state average results in Automotive, Community and Family Studies, Electrotechnology, Mathematics Standard 2 and VET Primary Industries.

School performance - HSC

Parent/caregiver, student, teacher satisfaction

Each year Tooleybuc Central School survey's parents to seek feedback on their progress. During 2019:

- 83% of parents felt their was adequate communication between the school and the home;
- 83% of parents would strongly recommend our school to other parents;
- 83% of parents felt teachers help students who need extra support;
- 83% of parents felt teachers help students develop positive friendships;
- 92% of parents felt teachers expected their child to pay attention in class; and
- 83% felt teachers have high expectations for their child to succeed.

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.