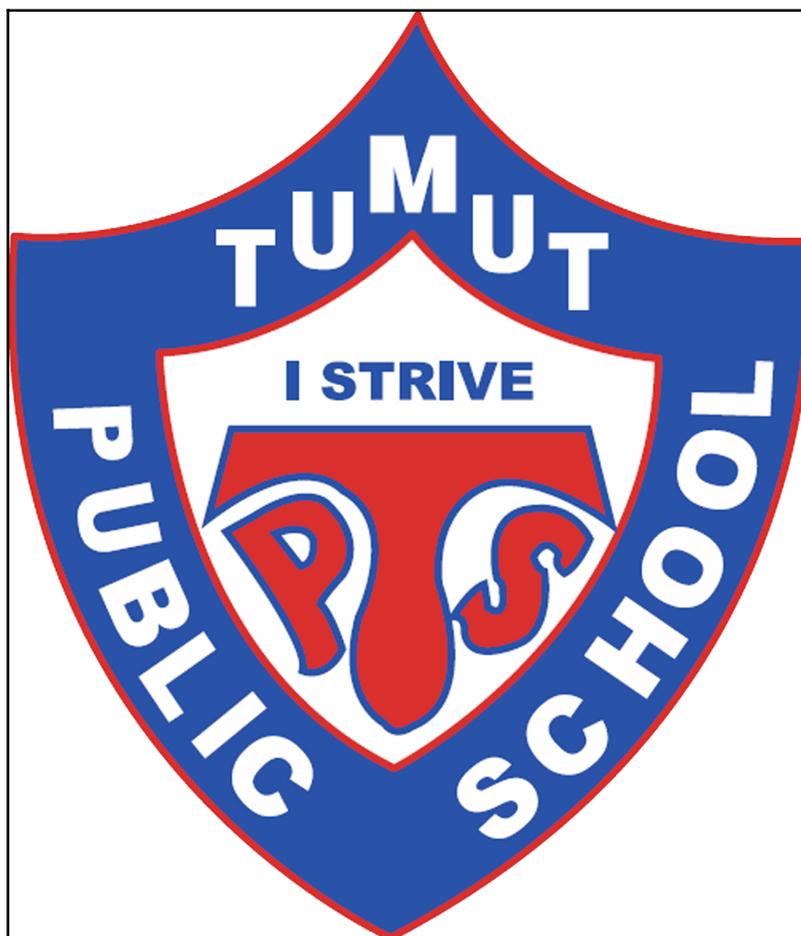


Tumut Public School

2019 Annual Report



3278

Introduction

The Annual Report for 2019 is provided to the community of Tumut 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

Tumut Public School
175-181 Wynyard St
Tumut, 2720
www.tumut-p.schools.nsw.edu.au
tumut-p.school@det.nsw.edu.au
02 6947 2053

School background

School vision statement

Tumut Public School enables excellence by providing quality teaching programs to inspire every child, every day to achieve their full potential.

'STRIVE TO LEARN – LEARN TO STRIVE'

SCHOOL VALUES

- student achievement and student wellbeing are the fundamental pursuits of Tumut Public School
- every student can succeed regardless of personal circumstances
- it is our responsibility to act in ways that make individual success a reality
- the harder you work the smarter you get
- as a school be on a journey of excellence

School context

Tumut Public School is situated in rural New South Wales. The school caters for 330 students Kindergarten to Year 6.

The school maintains a culture which is based upon continuous student improvement and learners operating collaboratively with their classmates. Learning is becoming increasingly student-centered with teachers becoming facilitators ensuring that knowledge is generated not just delivered. Our students are seen as lifelong learners. Our curriculum has been reshaped so that it is progressively more connected to students' interests, experiences, talents and the real world. We are increasing the use of technology in our everyday learning as it becomes a tool for gaining and presenting information. Students are encouraged to use research to find answers to the questions raised in their learning.

Students have access to a wide variety of experiences to enhance and extend their learning. These include excursions, debating, chess competitions, *Tournament of Minds*, *ICAS* competitions, instrumental music lessons, *NSW Premier's Spelling Bee*, *NSW Premier's Reading Challenge*, public speaking, dance festivals, choir and musical productions. Tumut Public School promotes a healthy awareness of the importance of physical activity through our physical education and sport activities. Students are involved in knockout competitions and representative teams in a variety of sports.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering

Strategic Direction 1

LEARNING

Purpose

Our purpose is to provide a learning culture based on high expectations and quality teaching and learning thereby enabling students to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as self-directed learners.

HIGH EXPECTATIONS AND QUALITY TEACHING AND LEARNING RESULTING IN ENGAGED MOTIVATED LEARNERS.

Improvement Measures

VA3–5, measuring the contribution between Year 3 and Year 5. Average Reading and Numeracy **NAPLAN** scores are used for both years.

VA–5, measuring the contribution between Year 5 and Year 7.

Tell Them From Me Student Survey particularly analysing the belonging and engagement component.

Reflection and learning journals.

Overall summary of progress

Tumut Public School has a culture among its teachers of high expectations. Teachers' expectations of students lead them to deliver instruction in line with these expectations. Curiosity and Powerful Learning has provided the school with an opportunity to refine the school plan. It has provided staff with a consistent school-wide approach to support learning, teaching and leading.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver teaching and learning programs which are dynamic, showing evidence of planning based on assessment and feedback.

Learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All students were issued with two written reports as per DoE policy and the school worked closely with families for students whose continuity was at risk.The leadership team has developed their data literacy to be able to better guide data use in teaching and planning. Embedding targets into school planning in 2020 will be a priority, and enhanced whole school and whole stage monitoring will be a priority.	SENTRAL Data –NAPLAN, Renaissance, myON, PM benchmarks NAPLAN Data

Process 2: Performance Measures

Establishment of benchmarks for key aspects of learning, including the DOE set school based targets for Literacy and Numeracy 2020–2022.

Writing of learning goals and the monitoring of progress towards success.

Implementation of the progressions for learning.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Student learning goals were reviewed and co-developed at the start of each term. Personalised Learning Pathways were co-developed with families each semester.

School systems were enhanced with the addition of Star Reading Assessment and myON to assist in the tracking and monitoring of achievement in reading in Stage 2 and 3. PM Benchmarks were utilised in extensively in Early Stage 1 and Stage 1, and as required for older students. Further work in the Literacy and Numeracy progressions will be a focus of 2020. Results are stored centrally to ensure all staff have access to the data needed to assist with handover practices for 2020.

Sentral Report system
Renaissance/myON
Progressions
NAPLAN results

Process 3: Capacity Building

Build a framework for continuing learning, guided by professional standards.

Evaluation	Funds Expended (Resources)
<p>All staff engaged in the PDP process in 2019.</p> <p>Teaching staff have reviewed their PDPs and have identified areas they wish to develop in 2020. An increase in the referencing of the Australian Teaching Professional Standards has been a focus in 2019, and will continue to be developed in 2020.</p>	<p>Staff meetings/SDD</p>

Process 4: Learning Protocols

Adopt consistent learning protocols in all classes.

Evaluation	Funds Expended (Resources)
<p>Systems across the school in relation to consistent classroom teaching and learning practices have been reviewed. This has resulted in changes across the school which have heightened consistency across most classrooms. An ongoing focus in 2020 is still essential.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Next Steps

- Strengthening the use of evidence to plan for student learning and improvement
- Continue development of a safe, inclusive and supportive learning environment for all students
- Continue to embed the elements of Curiosity and Powerful Learning

Strategic Direction 2

TEACHING

Purpose

Our purpose is to ensure that teaching is a practice of ongoing learning in a culture of collaboration, innovation, reflection, communication and empowered leadership in which passionate and skilled teachers inspire lifelong learning. We are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

This will be underpinned by a school wide collective responsibility for student success with high levels of community engagement.

Improvement Measures

- increased use of evidence–informed pedagogy by all teachers
- improvement in NAPLAN results

Reading

At least 50% (2018), 55% (2019) and 60% (2020) of Year 3 & 5 students achieving in the highest two bands in NAPLAN Reading.

At least 80% (2018), 85% (2019) and 90% (2020) of students achieving exit reading levels, meeting the following benchmarks:

Kinder–Level 7, Yr 1–Level 16 and Yr 2–Level 26.

Numeracy

At least 40% (2018), 45% (2019) and 50% (2020) of students Years 3 & 5 achieving in the highest two bands NAPLAN Numeracy.

- Increased student achievement on A–E reporting

Progress towards achieving improvement measures

Process 1: A focus on strategies that accelerate student achievement and emphasise inquiry focused teaching.

- set challenging learning tasks
- scaffolding of learning tasks
- learning intentions, narrative and pace
- consistent teaching protocols
- inquiry focused teaching
- high expectations
- authentic relationships
- higher order questions
- assessment for learning
- cooperative learning
- feedback

Evaluation	Funds Expended (Resources)
<p>Considerable staff reflection and discussion around the impact of C&PL theories of action on students' achievement has been a driver for positive changes across classrooms.</p> <p>A focus on planning for which theories of action will guide further decision making in 2020.</p> <p>External school data such as NAPLAN has been reviewed and analysed by whole staff to determine what adjustments are needed for improved teaching practices in Numeracy and Reading. This is to ensure alignment of classroom practice with 2022 targets.</p>	<p>Professional learning journals comments and feedback</p>

Process 2: Data is used to monitor, provide feedback about and enhance student performance.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Professional Learning focused on data and assessment was addressed on School Development Days..</p> <p>Internal and external data, including some PLAN2 has been recorded and updated to assist handover of classes to 2020 teachers as they prepare to use data for developing teaching and learning sequences. .</p>	

Strategic Direction 3

LEADING

Purpose

Our purpose is to embed quality leadership and organisational practices which support a culture of high expectations and community engagement. This will result in sustained and measurable whole-school improvement.

Improvement Measures

Improvement according to the school excellence framework.

Analyse school excellence framework data reports, especially value-added, student attainment, attainment of equity groups and attendance.

Internal data analysis

Progress towards achieving improvement measures

Process 1: Educational Leadership

The school leadership team and expert teachers model instructional leadership and high quality management practices that support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
High levels of community involvement and satisfaction have been maintained and enhanced by activities such as <i>Guardians of the Playground</i> . which was a whole school event. Smaller groups of students have represented the school in choir, band ensemble and concert band which has continued to keep the a high school profile throughout the community. A focus on Instructional Rounds supported our culture of high expectations across all classrooms. The performance and management of staff development was monitored through the PDP process.	School Development Days Staff meetings QTSS Allocation Professional Learning Budget

Process 2: Administrative Leadership

Evaluation	Funds Expended (Resources)
After reviewing PDPs the need for ongoing professional learning and training for non-teaching staff is required in 2020. Weekly meetings for non-teaching staff will be scheduled and followed-up to ensure roles are clear and office procedures an protocols are followed in 2020. New office furniture and furnishings were purchased to improve organisation of the administration area.	PDP templates. Purchase office furniture, resources.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Background utilised Funding Sources: • Aboriginal background loading (\$17 142.00)	All students have Personalised Learning Pathways. These were prepared by class teachers in consultation with students and parents. Students were supported in their literacy and numeracy learning. Cultural awareness and knowledge increased through cultural days and professional learning.
English language proficiency	Funding Sources: • English language proficiency (\$7 142.00)	Identified students received individual and small group support to improve their literacy and language skills and increasing understanding of written and verbal language
Low level adjustment for disability	0.7 staffing allocation	Funding was used to resource time for IEP and PLP preparation as well as targeted small group intervention based on differentiation and personalised learning.
Quality Teaching, Successful Students (QTSS)	0.53 Staffing	This staffing allocation allowed for differentiated mentoring and coaching of targeted teachers. All teachers were supported to build capacity and engage in reflective feedback following cycles of classroom observation and collaborative demonstration. Review of classroom protocols resulted in procedures being developed across classrooms to ensure consistency and service delivery.
Socio-economic background		This funding assisted the school to support students by employing additional teacher support time to allow for different tiers of intervention support. Funding was also utilised to: Redevelop our playground, providing improved facilities for students. Provide a music program across selected classes. Allow participation and preparation for competitions.
STEM		A STEM program across Stages 2/3 continued to engage students in cross-curriculum learning to encompass Science, Technology, Engineering and Mathematics. Innovation and creativity was allowed for with integration of Arts.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	175	150	151	161
Girls	170	167	172	171

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	92.7	93.9	94.2
1	94.3	91.9	92	93.8
2	92.8	94.3	92	94.1
3	95	94.5	93.6	92.5
4	95.2	94.3	94.4	96.3
5	93.5	93.1	92.1	93.7
6	93.1	91.9	93.7	94.8
All Years	93.8	93.2	93.1	94.2
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

Overall student enrolments at Tumut Public School increased slightly in 2019.

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
Assistant Principal(s)	3
Classroom Teacher(s)	11.58
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3

*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.

The school has a strong commitment to staff professional learning. All staff have a Performance and Development Plan to assist with setting goals, reflecting on their achievements of goals and their impact on performance.

Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieve goals. Teaching staff at Tumut Public School participated in a number of professional learning activities designed to build capability and support staff in achieving the school's priority areas.

Professional Learning included:

- Curiosity and Powerful Learning
- Berry Street
- Formative Assessment
- NSW Progressions of Learning
- Code of Conduct
- Milestone creation and evaluation
- Strategic Planning

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	985,342
Revenue	3,017,141
Appropriation	2,896,729
Sale of Goods and Services	4,478
Grants and contributions	110,254
Investment income	5,480
Other revenue	200
Expenses	-2,825,407
Employee related	-2,463,617
Operating expenses	-361,790
Surplus / deficit for the year	191,734

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.

The school's budget is based on whole school needs and strategic priorities. Income and expenditure were monitored on a regular basis by the Principal and School Administrative Manager.

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	59,733
Equity Total	250,194
Equity - Aboriginal	51,615
Equity - Socio-economic	87,859
Equity - Language	7,145
Equity - Disability	103,576
Base Total	2,326,975
Base - Per Capita	75,788
Base - Location	8,807
Base - Other	2,242,380
Other Total	183,540
Grand Total	2,820,442

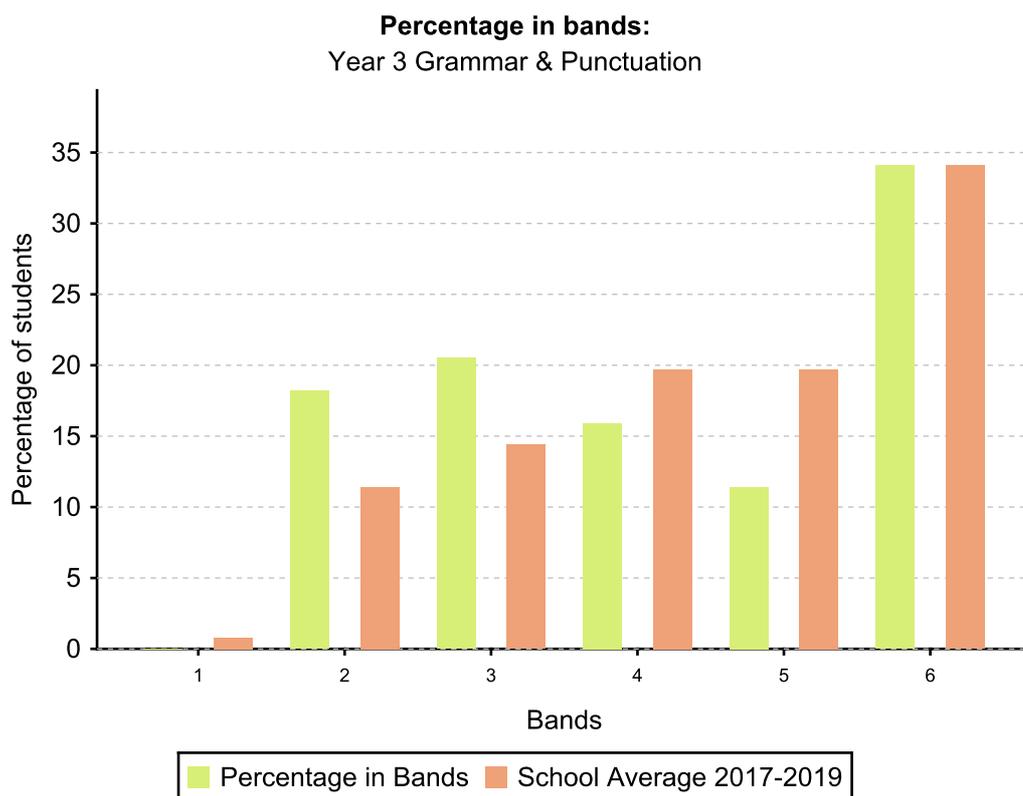
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

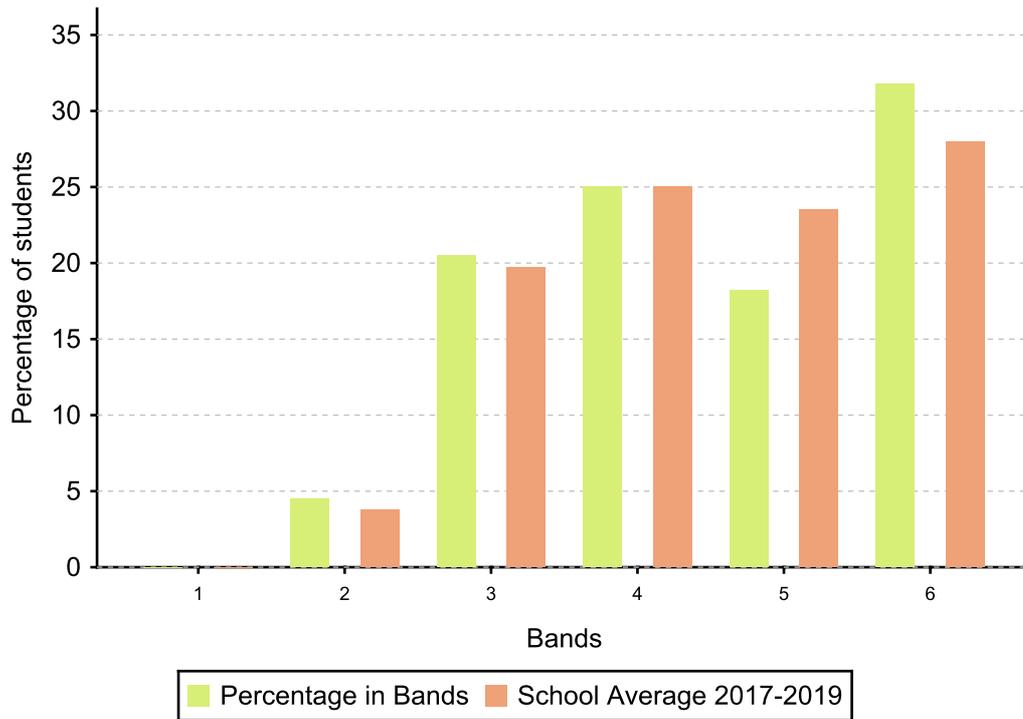
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



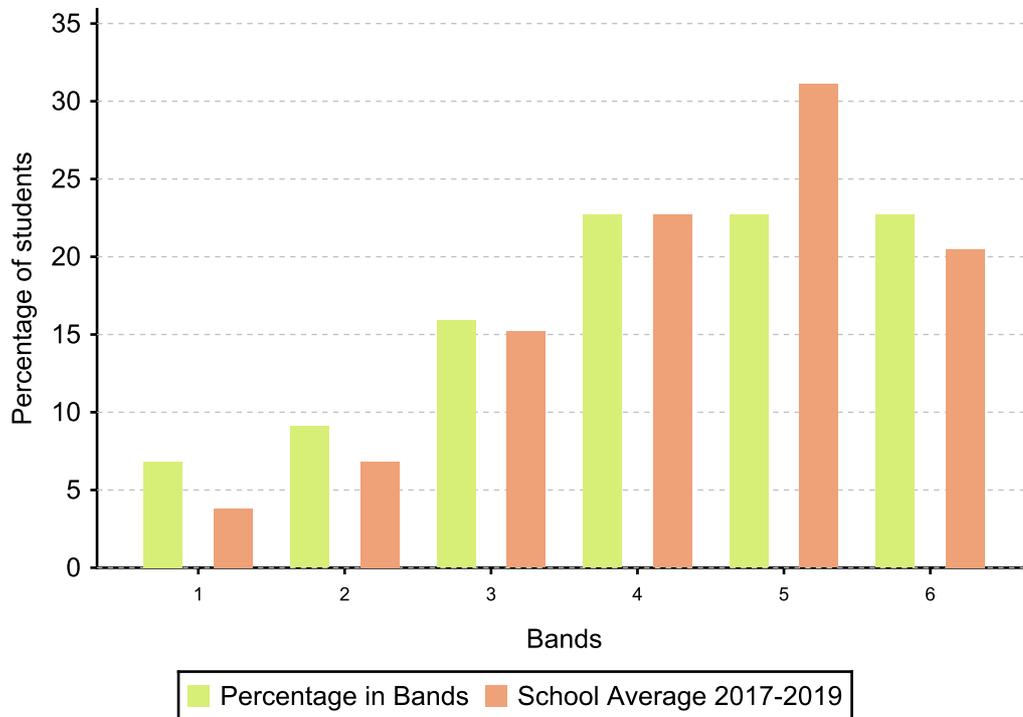
Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	20.5	15.9	11.4	34.1
School avg 2017-2019	0.8	11.4	14.4	19.7	19.7	34.1

Percentage in bands:
Year 3 Reading



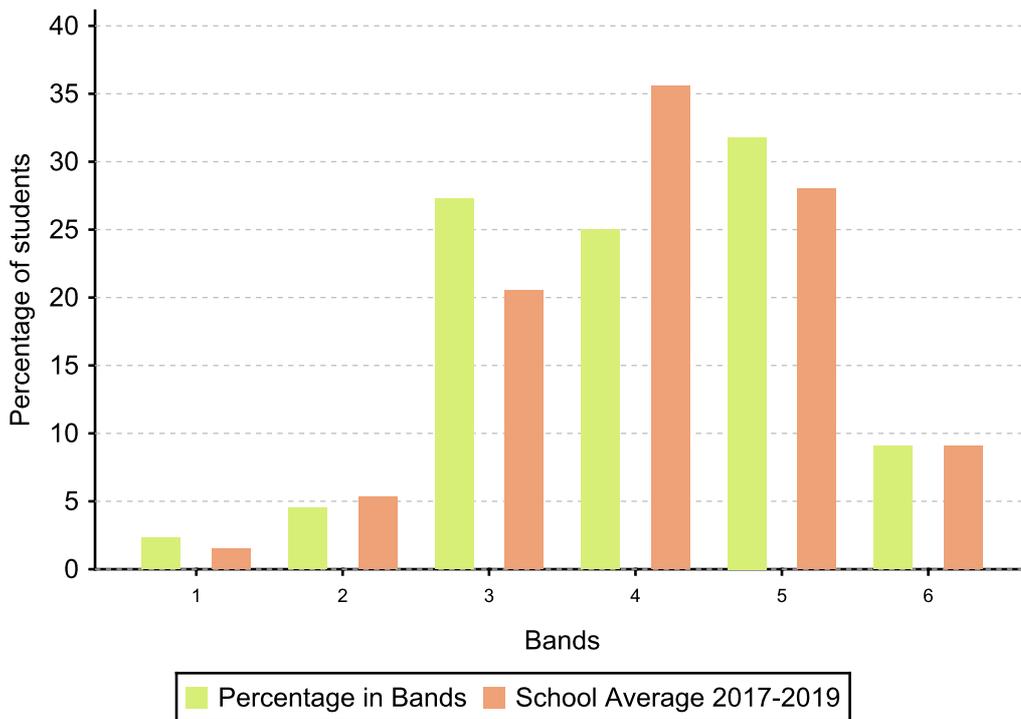
Band	1	2	3	4	5	6
Percentage of students	0.0	4.5	20.5	25.0	18.2	31.8
School avg 2017-2019	0	3.8	19.7	25	23.5	28

Percentage in bands:
Year 3 Spelling



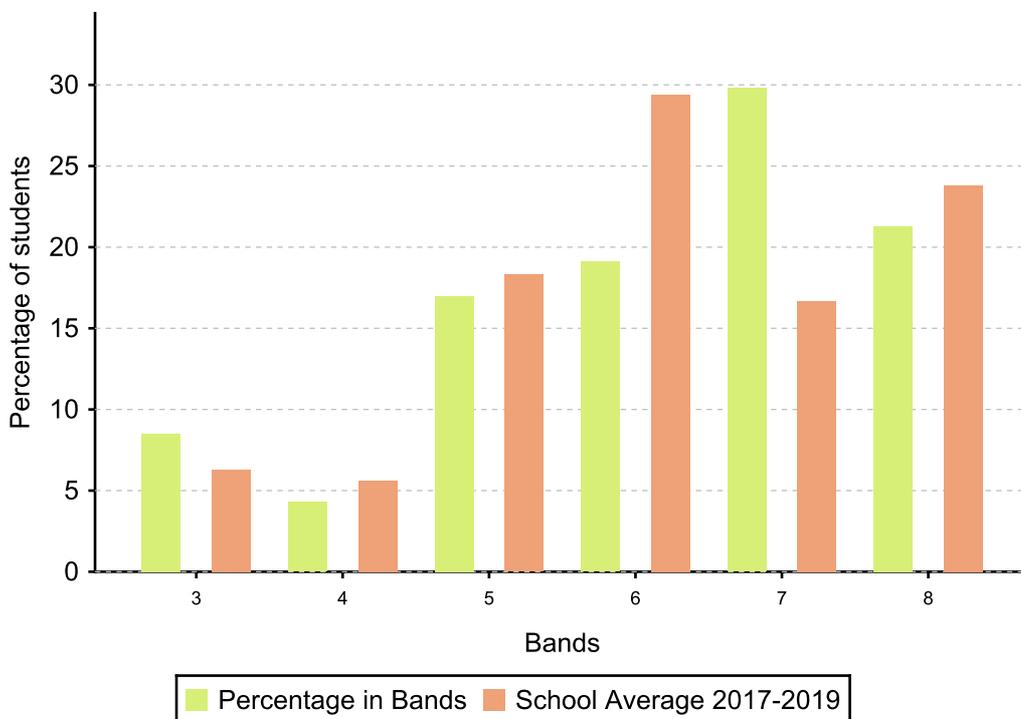
Band	1	2	3	4	5	6
Percentage of students	6.8	9.1	15.9	22.7	22.7	22.7
School avg 2017-2019	3.8	6.8	15.2	22.7	31.1	20.5

Percentage in bands:
Year 3 Writing



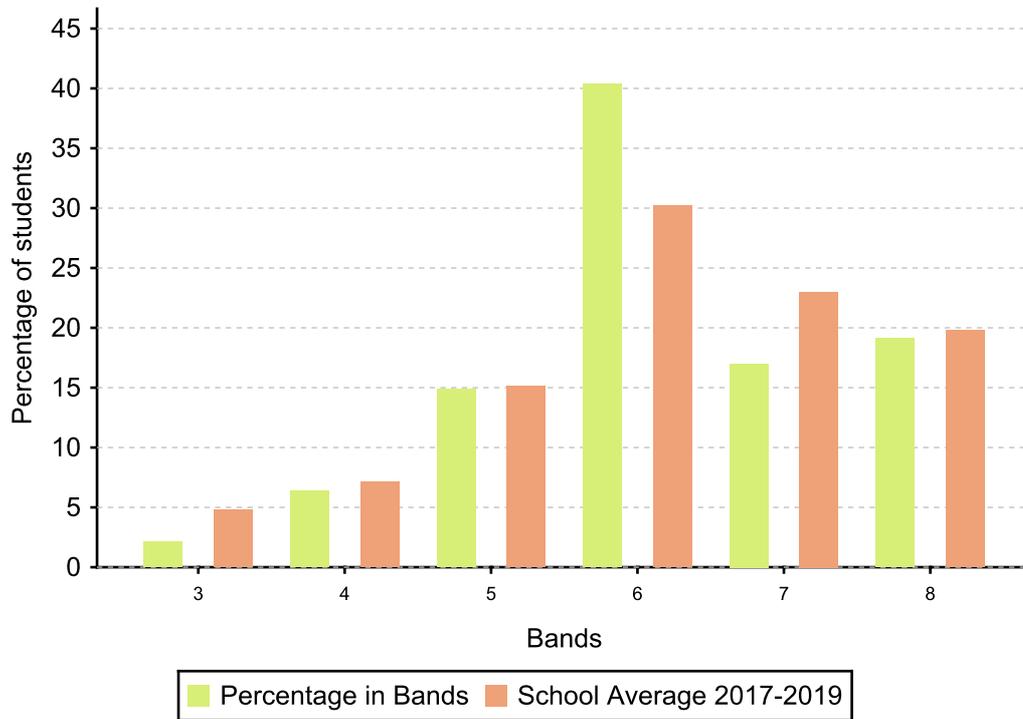
Band	1	2	3	4	5	6
Percentage of students	2.3	4.5	27.3	25.0	31.8	9.1
School avg 2017-2019	1.5	5.3	20.5	35.6	28	9.1

Percentage in bands:
Year 5 Grammar & Punctuation



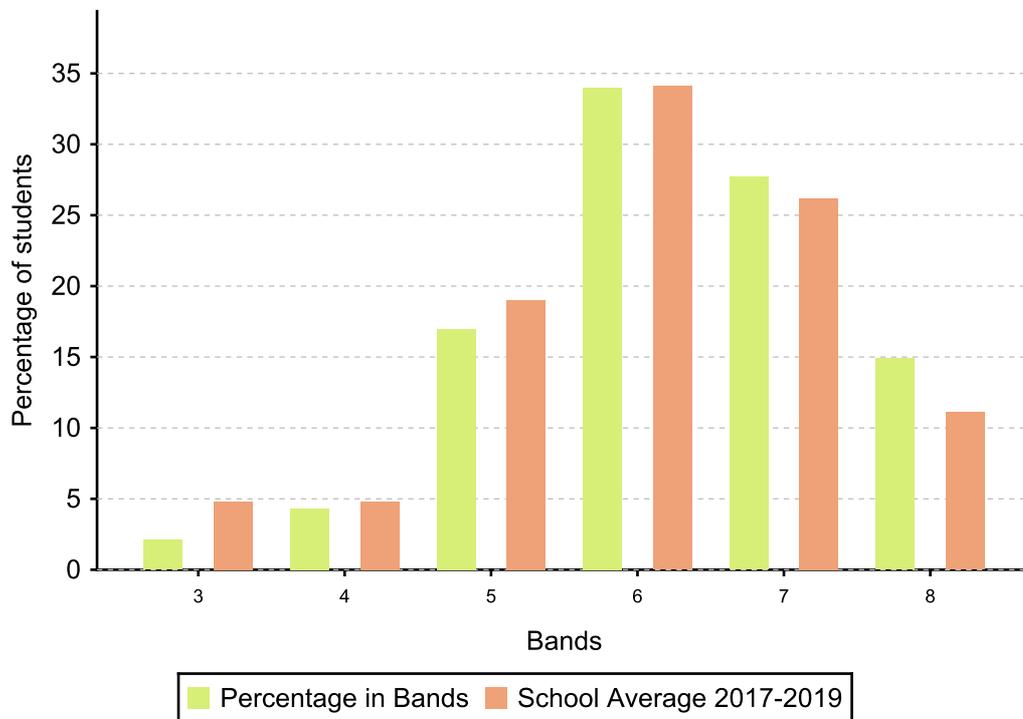
Band	3	4	5	6	7	8
Percentage of students	8.5	4.3	17.0	19.1	29.8	21.3
School avg 2017-2019	6.3	5.6	18.3	29.4	16.7	23.8

Percentage in bands:
Year 5 Reading



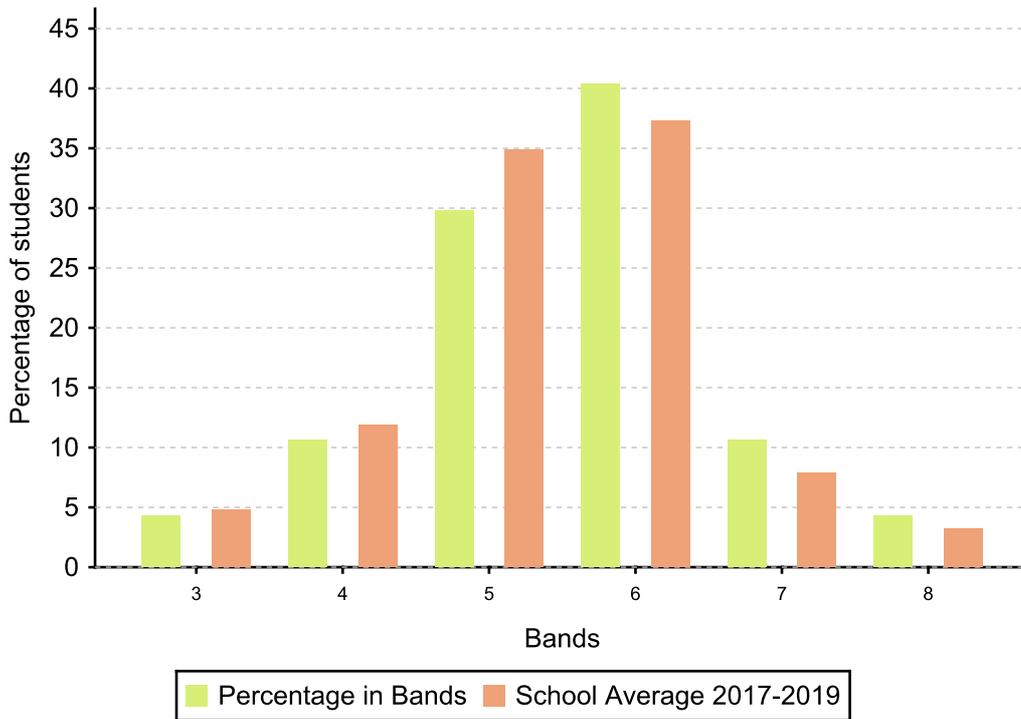
Band	3	4	5	6	7	8
Percentage of students	2.1	6.4	14.9	40.4	17.0	19.1
School avg 2017-2019	4.8	7.1	15.1	30.2	23	19.8

Percentage in bands:
Year 5 Spelling



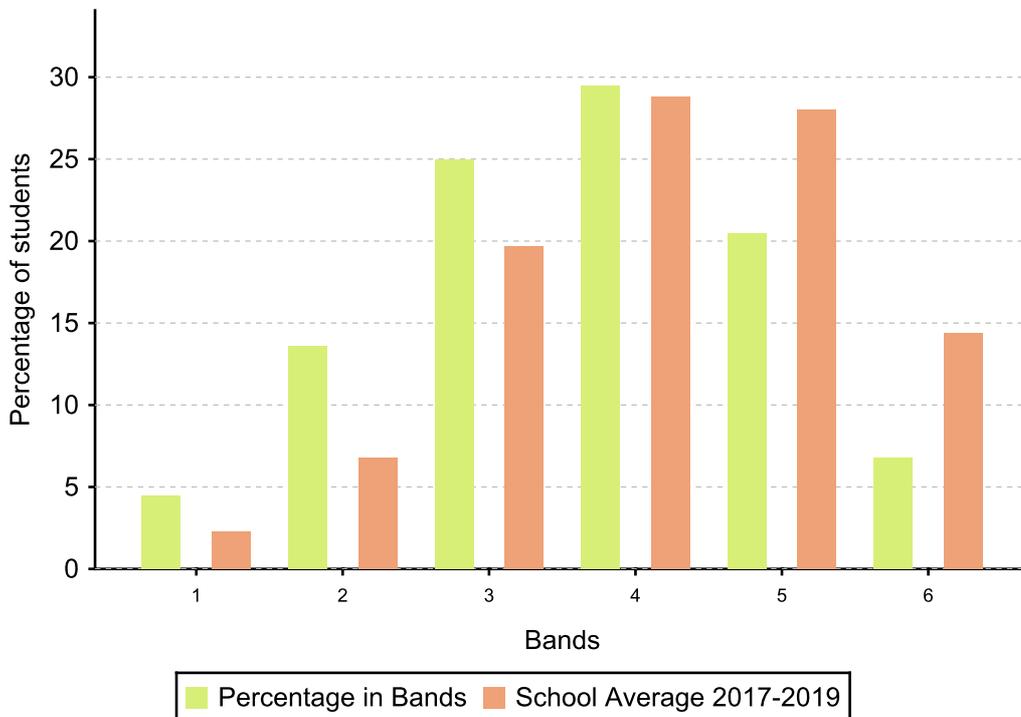
Band	3	4	5	6	7	8
Percentage of students	2.1	4.3	17.0	34.0	27.7	14.9
School avg 2017-2019	4.8	4.8	19	34.1	26.2	11.1

Percentage in bands:
Year 5 Writing



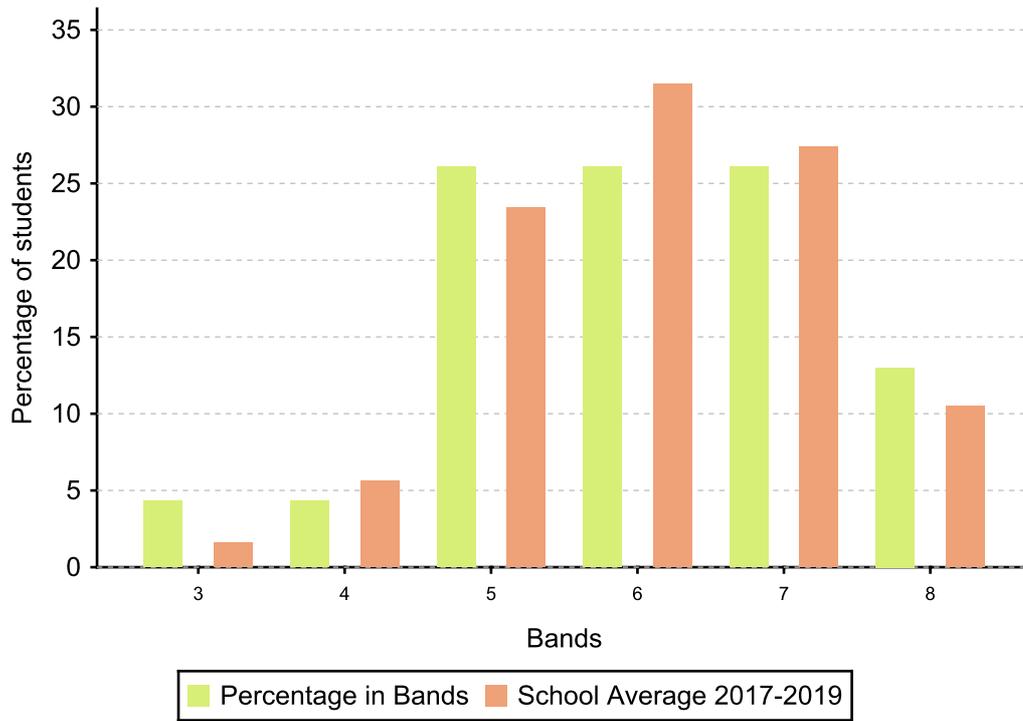
Band	3	4	5	6	7	8
Percentage of students	4.3	10.6	29.8	40.4	10.6	4.3
School avg 2017-2019	4.8	11.9	34.9	37.3	7.9	3.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.5	13.6	25.0	29.5	20.5	6.8
School avg 2017-2019	2.3	6.8	19.7	28.8	28	14.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.3	4.3	26.1	26.1	26.1	13.0
School avg 2017-2019	1.6	5.6	23.4	31.5	27.4	10.5

Parent/caregiver, student, teacher satisfaction

In 2019 the students of Tumut Public School were surveyed around School Engagement and their general connectivity to learning and school life. The following was reported:

*Ninety–eight percent of students value school and learning compared with ninety–six percent of students across the state;

*Seventy–seven percent of our students are interested and motivated which is commensurate with the NSW government norm;

*Eighty–eight percent of students feel connected to school due to extra–curricula activities offered by the school; and

*Ninety–five percent of our students believe their teachers provide them with quality instruction

In 2019 the teachers were surveyed around Classroom and School Practices. These include using learning goals, planned learning opportunities, using feedback and supporting students to overcome obstacles to achieve learning goals.

*The staff reported satisfaction with the Classroom and School Practices that are undertaken within the school.

*Our school mean is slightly higher (ranging between 7.8–8) than state mean (approx. 7.5)

In 2019, 50 parents completed a "Partners in Learning" survey. In the area of "Parents feel welcome" the following was reported:

*A school mean of 7.0 compared to a slightly higher state mean of 7.4.

*Parents reported an overall feeling that they 'felt welcome' at Tumut Public School. They felt they could speak easily with their child's teachers and felt well informed. There was a feeling that parent activities were not always scheduled at times when they could attend.

In the area of "School support for learning" the following was reported:

*A 7.1 school norm was recorded as compared to state norm of 7.3.

*Parents felt that the school has high expectations for their children and that teachers show interest in their child's learning. Parents feel there is some room for improvement in teachers' taking in account of their child's needs, abilities, and interests.

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.