

Table Top Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Table Top 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

Table Top Public School

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School background

School vision statement

Our school strives to deliver equity and excellence in education, providing opportunities for students to become successful learners, confident and creative individuals, and active and informed citizens.

As an important sector of the community we strive to:

- build in our students the capabilities and skills to take responsibility for, and direct, their own learning;
- support students to become engaged citizens who act with integrity.

School context

Table Top Public School, in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality to equip our students for the future.

Table Top Public School is a small school located 15km north of Albury next to the Hume Freeway. The school has been in operation for over 130 years and has an extensive history with the local communities.

Today, the school continues to serve families from Table Top and the surrounding area. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students.

The school structure consists of three multi-grade classes. Permanent staff consists of Principal, two teachers, and the School Administration Manager. Part time staff consists of a Temporary Teacher, a School Administration Officer, a General Assistant, and four School Learning Support Officers.

The school reflects student centred-learning and emphasises programs based on individual student need and the development of the whole child.

The school is well resourced and has a beautiful, family atmosphere. With committed neighbourhood spirit, the school works closely, professionally and strategically, in partnership with nearby small schools in the Gerogery and Table Top Network (GTT), and the larger Northern Spirits Learning Community Network (NSLC) to ensure outstanding academic and social opportunity for all students.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

To recognise our students as individuals and provide them with experiences and opportunities to develop as independent and self directed learners, with the capacity for creativity, compassion, leadership and curiosity.

Improvement Measures

Increased student learning achievement in Reading and Numeracy is evidenced in school and external data..

Increased levels of student well-being and engagement is evidenced in school and external data.

Progress towards achieving improvement measures

Process 1: Visible Learning

Implement and embed Visible Learning strategies across the school.

Evaluation	Funds Expended (Resources)
Teaching staff consolidated phonological reading strategies and instruction, focusing on supporting the learning needs of all students, particularly those with a dyslexic diagnosis. Data analysis indicate a deepening phonological awareness and usage among students in all classes. Explicit learning intentions, success criteria, and learning reflections are becoming embedded in Literacy and Numeracy instruction. Data analysis indicate deepening conceptual understandings among students in all classes.	<ul style="list-style-type: none">• Classroom online learning subscriptions• Employment of SLSO• Teaching supplies Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)

Process 2: Well-Being

Implement a whole school integrated approach to student well-being in which students develop as independent, self directed learners, with the capacity for creativity, compassion, leadership and curiosity.

Evaluation	Funds Expended (Resources)
An explicit school-wide welfare system based on the shared values of respect, responsibility and resilience was implemented. Each key value is mapped out with three clear and explicit positive 'can do' statements. After an initial increase of minor notifications, there was a significant reduction in the number of behaviour notifications compared to 2018 data. It is expected that this trend will continue as the welfare system becomes firmly embedded into the school culture.	Teaching supplies

Strategic Direction 2

Teaching

Purpose

Building teacher capacity and leadership through focused professional learning, ensuring that our teaching staff are engaged in and implementing explicit, relevant and evidence-based teaching and learning practises, creating a high quality learning environment for all students.

Improvement Measures

100% of teaching staff embed explicit and visible teaching and learning practices within their daily pedagogy.

100% of teaching staff are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the 2018–2020 school plan.

Progress towards achieving improvement measures

Process 1: Develop and implement regular collaboration, planning, and reflection on teaching and student learning data with a focus on Reading and Numeracy.

Evaluation	Funds Expended (Resources)
All teachers engaged in planned and regular supervisor/peer–peer teaching observations, which focused on the explicit instruction of reading and numeracy and the Teaching Standards. Feedback and reflection provided opportunity for teachers to consolidate their teaching practices, target appropriate and timely professional learning and improve explicit teaching instruction for all students.	Casual relief Teaching supplies Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5700.00)

Process 2: Strengthen the teaching and leadership capacity of staff through targeted and relevant professional learning.

Evaluation	Funds Expended (Resources)
In alignment with state, school and individual priorities, and incorporating elements of the Teaching Standards and SeF, teachers developed Professional Development Plans in consultation with the principal. Professional learning opportunities based on each individual's PDP was accessed. Teachers engaged in planned and regular professional PDP discussions with the principal.	Casual relief Professional learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Allocate SLSO time to support Aboriginal students across all stages. Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 918.00) 	Personalised Educational Learning Pathways are in place for Aboriginal students, which are monitored and updated at regular intervals throughout the year. Aboriginal students access SLSO support and other learning opportunities when required.
Low level adjustment for disability	Employ additional teacher and SLSO time to support students with low level disability over the year across all stages. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$15 413.00) 	Provision of ongoing classroom and learning support for students with additional needs who do not meet the thresholds for individual funding.
Quality Teaching, Successful Students (QTSS)	Employ additional teacher time as required. Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$5 762.00) 	Staff and principal released for peer–teacher observations, learning program development, professional learning, and Professional Development Plan discussions.
Socio–economic background	Allocate SLSO time to support students from low socio–economic background over the year across all stages. Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$3 489.00) 	All students, regardless of economic circumstance, have access to a wide range of educational support, and experiences, including excursions.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	42	36	36	35
Girls	26	27	26	26

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	95	95.3	93.1
1	95.8	94	93.7	91.1
2	92.2	94.1	95.4	94.7
3	94.3	93.9	95.5	95.3
4	94.8	94.8	93.5	90.1
5	95.4	94.7	98.6	93.9
6	95.8	97.1	95.3	87.4
All Years	95	94.7	95.4	92.2
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

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)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.42

*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	63,535
Revenue	928,599
Appropriation	891,815
Sale of Goods and Services	560
Grants and contributions	35,561
Investment income	662
Expenses	-891,155
Employee related	-778,861
Operating expenses	-112,294
Surplus / deficit for the year	37,444

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	99,568
Equity Total	43,640
Equity - Aboriginal	5,835
Equity - Socio-economic	6,979
Equity - Language	0
Equity - Disability	30,826
Base Total	655,402
Base - Per Capita	14,548
Base - Location	1,488
Base - Other	639,366
Other Total	30,753
Grand Total	829,362

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.

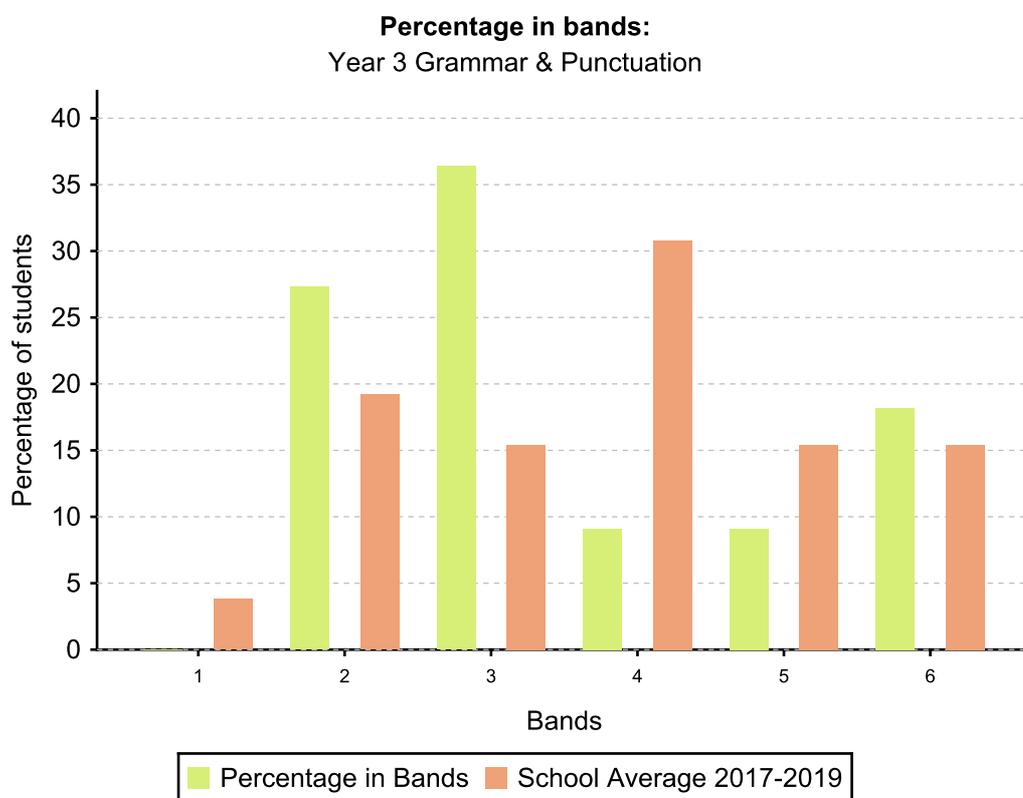
School performance - NAPLAN

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.

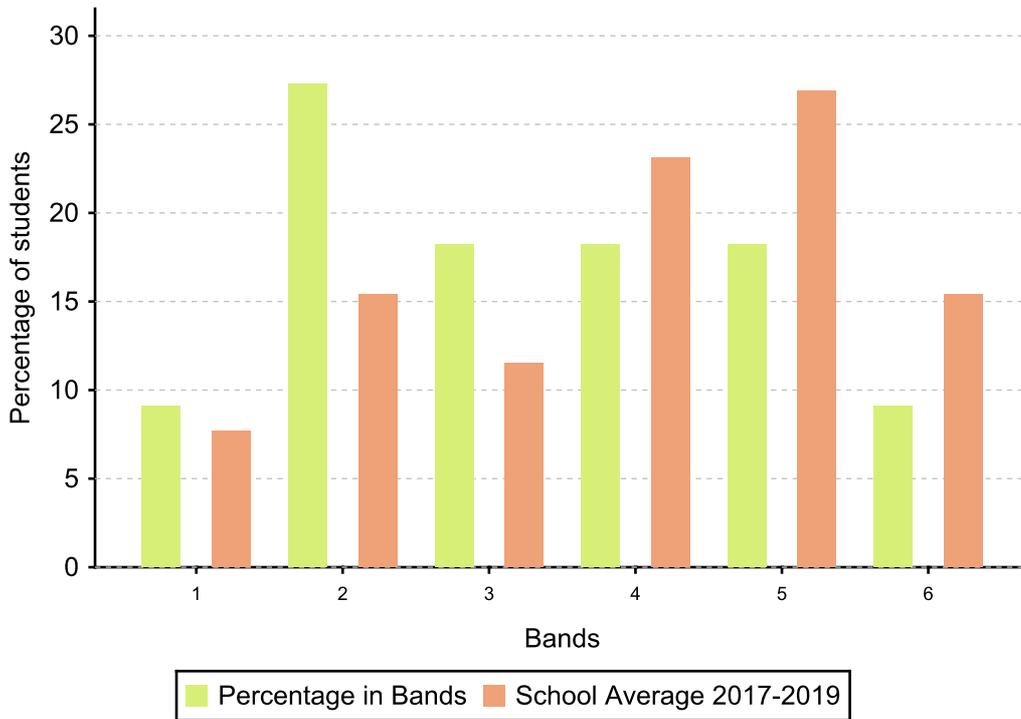
Literacy and Numeracy Graphs

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.



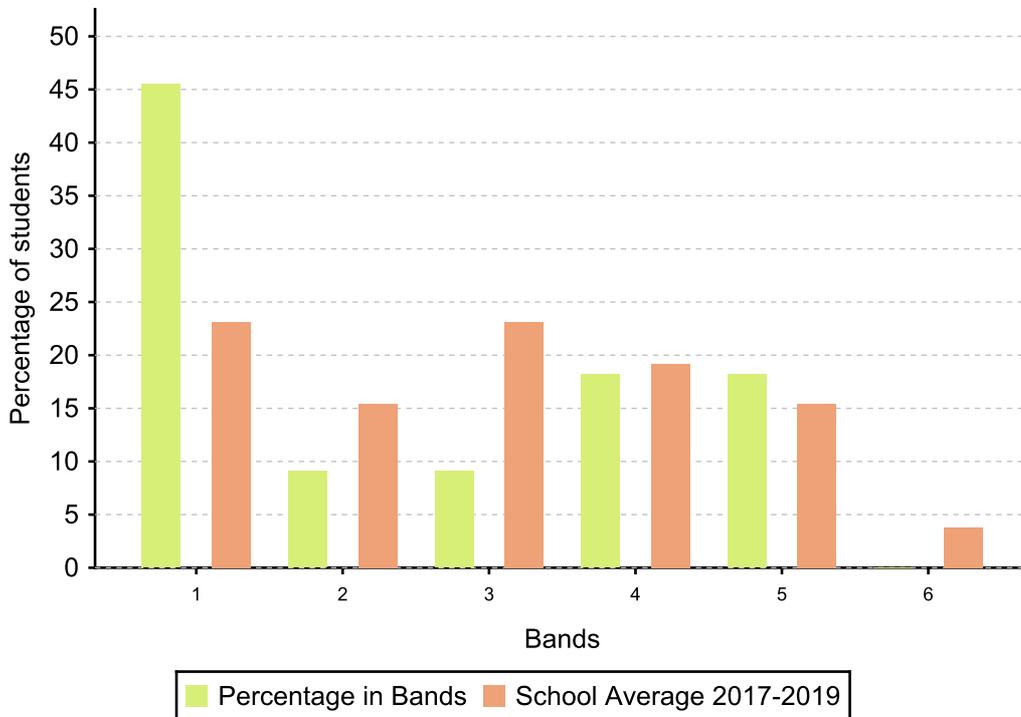
Band	1	2	3	4	5	6
Percentage of students	0.0	27.3	36.4	9.1	9.1	18.2
School avg 2017-2019	3.8	19.2	15.4	30.8	15.4	15.4

Percentage in bands:
Year 3 Reading



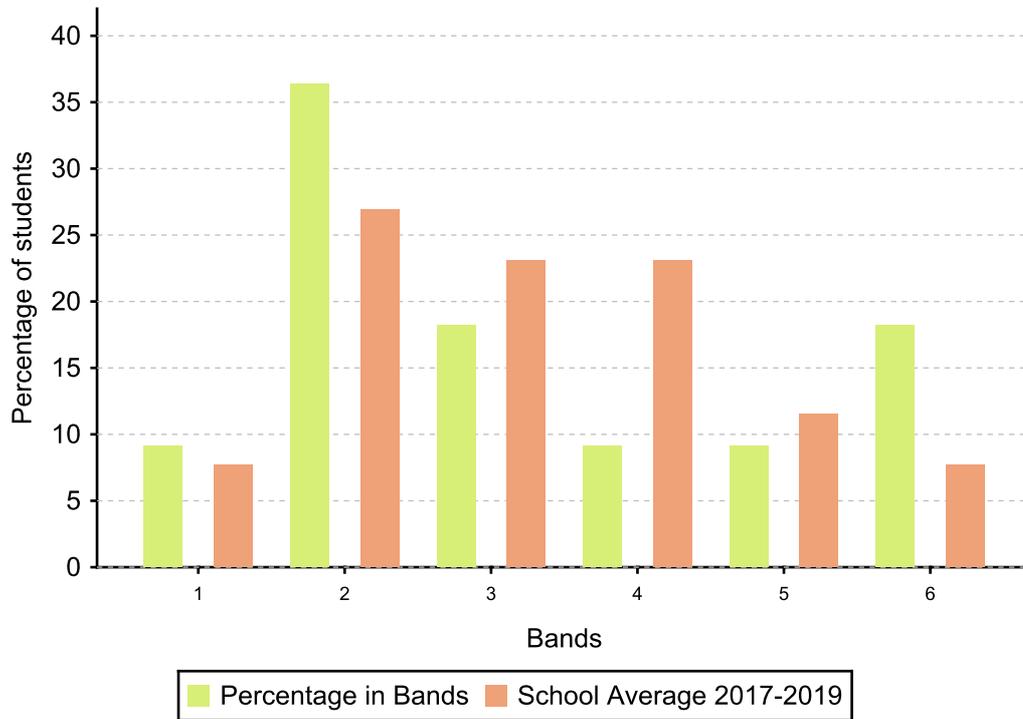
Band	1	2	3	4	5	6
Percentage of students	9.1	27.3	18.2	18.2	18.2	9.1
School avg 2017-2019	7.7	15.4	11.5	23.1	26.9	15.4

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	45.5	9.1	9.1	18.2	18.2	0.0
School avg 2017-2019	23.1	15.4	23.1	19.2	15.4	3.8

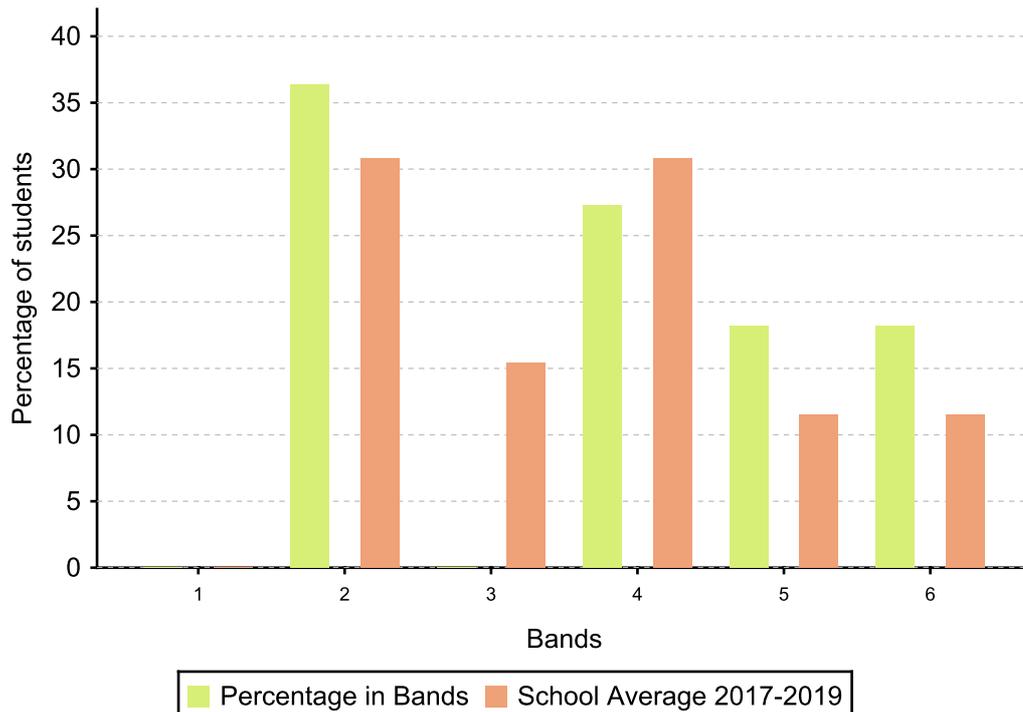
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	9.1	36.4	18.2	9.1	9.1	18.2
School avg 2017-2019	7.7	26.9	23.1	23.1	11.5	7.7

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.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	36.4	0.0	27.3	18.2	18.2
School avg 2017-2019	0	30.8	15.4	30.8	11.5	11.5

Parent/caregiver, student, teacher satisfaction

Table Top Public School sought feedback from parents, students and teachers about how the school was meeting the needs of its community using various forms of data collection including surveys, interviews, meetings and informal discussions.

Parent feedback reflected high levels of satisfaction. Parents reported strength in the areas of effective school operations including communication, creating a positive learning environment , and investing in teacher–student relationships. These results reflect our whole school priorities of supporting the learning of all students and promoting positive behaviour in a safe and inclusive environment.

Teachers reported that they felt supported by a caring and collaborative staff. They felt that school leadership built a strong vision for the school and provided multiple opportunities for teachers to grow and improve practice. Teacher wellbeing was a key theme that needs to be constantly addressed to optimise and sustain our positive learning environment.

Students enjoyed positive wellbeing and reported that they enjoyed healthy, positive relationships with kind, caring friends. They had positive relationships with teachers and said that if they were experiencing challenges that teachers would listen, look into issues and follow up with them. Students felt known, valued and cared for in our school environment. The adoption and explicit teaching of school values and expectations has supported students to make positive choices in the classroom and the playground.

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.