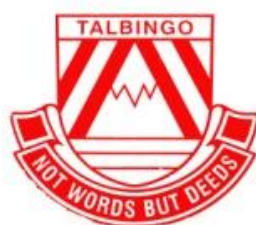


Talbingo Public School

2019 Annual Report



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Introduction

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

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

School contact details

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Message from the principal

Talbingo Public School strives to ensure that all students regardless of ability have the opportunity to reach their personal best. The school aims to provide dynamic learning programs that focus on the individual to maximise student outcomes, and provides relevant up-to-date courses with an emphasis on literacy and numeracy.

Talbingo Public School has had a very busy and productive 2019. The students, staff, parent body and community have continued to work as one, to make learning an enjoyable experience. The students have demonstrated, through their achievements and attitudes, the joy of being a part of a learning community where success and challenges are embraced.

I would like to take the opportunity to acknowledge the key stakeholders in our school community and for making Talbingo Public School the wonderful learning space that it is. To the students for taking on new challenges and embracing the opportunities provided to them, representing our school with pride in a positive manner and for becoming respectful, responsible and resilient members of our community. To the parents for the fantastic support that you give all school activities and the ongoing support of student learning. To the P&C and community for the tireless work they do to assist us in making our school the best school. Lastly to the staff who have the students as their first priority and at the forefront of their thoughts at all times.

Some of the highlights for the students in 2019 were participating in excursions to supplement learning in the classroom, including attending a Book Launch in Sydney. Working closely with the Riverina Environmental Education Centre, broadening our scientific knowledge. We have been able to access technology through the StemShare program to keep students up to date with new skills as well as working with our partner school to collaborate and teach on-line.

It has been a great year and I am looking forward to 2020.

Raylee Levey (Principal)

School background

School vision statement

A safe and varied learning environment that creates independent, confident and resilient individuals 'working towards academic success.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential

There are 5 families with a total of 8 students enrolled for 2019.

The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: School Administration Manager, General Assistant and two casual teachers. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K-12. This is achieved through shared values and aligned K-12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching

Purpose

Work collaboratively to apply evidence based pedagogy to promote quality learning environments through data informed practice embracing explicit feedback and applying clear learning intentions whilst maintaining high expectations across a multi-staged class.

Improvement Measures

Increased collaboration of staff using data informed programming and student tracking.

Increased understanding and use of learning intentions and explicit feedback in the classroom.

Progress towards achieving improvement measures

Process 1: DATA

Strengthen systems and protocols around data collection and analysis through regular mentoring and professional learning to inform teaching.

Evaluation	Funds Expended (Resources)
<p>Alpine Learning Partnership Small Schools (ALPSS) assessment agenda has been modified to suit individual school needs and PAT maths and comprehension are implemented by all ALPSS schools 2–6 years: the results are collated, analysed and more progress is needed on how to best triangulate the data.</p> <p>As of Late November all ALPSS schools have access to each others SCOUT data this will allow us to make more informed judgements on 'where to next' for our students as a community of schools. Which will inform our professional learning.</p> <p>Our staff have undergone training in Best Start and collecting data in PLAN, and are plotting the students at regular intervals throughout the year or as needs arise.</p> <p>Evidence: Teaching and Learning program. Data information, spreadsheets and ALPSS analysis. Students are tracked on PLAN2.</p>	\$1000 – casual relief

Process 2: VISIBLE LEARNING

Provide professional development and mentoring on understanding and teaching explicit learning intentions across all learning areas and provide quality feedback to all stake holders.

Evaluation	Funds Expended (Resources)
<p>As visible learning was disjointed across the community of schools (Pirozzo/ inquisitive) the Principals invited a representative from MAPPEN to attend the ALPSS planning meeting to provide professional learning around their programme, it was decided at this meeting that we would use MAPPEN in 2020. MAPPEN appears to meet departmental requirements per syllabus integrating all KLA's .</p> <p>The digital component of all KLA's is being met in our school through the ALPSS scope and sequence, STEM share kits and peer professional learning. This will be ongoing due to the constant changes around modern technology</p>	\$500 –purchase of MAPPEN

Progress towards achieving improvement measures

Process 3: COLLABORATIVE PRACTICE

Build collaborative practice within and across our school communities to strengthen teacher capacity to ensure continuity and consistency of practice.

Evaluation	Funds Expended (Resources)
<p>The Principals and staff of Talbingo have worked collaboratively with the ALPSS community of schools in their professional learning through Curiosity and Powerful Learning. As identified in teacher surveys we are working to build capacity in learning intentions and powerful feedback through in school training and mentoring. All classrooms are implementing these two strategies to strengthen classroom practice.</p> <p>Distance makes the TRIAD component of CPL difficult and Principals will continue to find solutions in 2020.</p> <p>Due to a push for collaborative professional learning for all staff (Principal, teacher, SASS) across our Gundagai network driven by our Director of Educational Leadership the ALPSS 2nd teacher and SASS training days previously organised by ALPSS Principals was put on hold in 2019. It has been decided to reintroduce these components of ALPSS professional development in 2020, as staff expressed a continued need for this focused needs based professional training.</p>	<p>Nil cost for curiosity and Powerful Learning</p>

Next Steps

Talbingo Public School will continue to strive for excellence in literacy and will, in 2020 have a more refined focus on numeracy. In the latter part of 2019 Essential Assessment was purchased as a data driven source for assessing all strands of mathematics. In 2020 this program will be utilised in assessing mathematics and working out the 'point of need' for individual students to enhance their learning. The ALPSS community of Schools will continue to combine their results using PAT Maths, so as to further drive their programming of mathematics.

In 2020 the ALPSS community of Schools will continue to drive professional development opportunities for all staff: principals, teaching and non-teaching staff.

Strategic Direction 2

Quality Learning

Purpose

Provide a quality learning environment that is integrated and purposeful, where students are responsible for goal setting around the curricula to achieve improved learning outcomes with a focus on reading, comprehension and numeracy.

Improvement Measures

Increase the proportion of students achieving at proficiency or above in reading, comprehension and numeracy.

Increased use of personalised learning plans tailored to student need.

Progress towards achieving improvement measures

Process 1: CURRICULUM AND LEARNING

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
In our small school setting individual students regularly have one on one conversations with their teachers at point of need. Feedback is part of these timely observations and discussions. Staff will continue professional learning to enhance their use of progressions, data, learning intentions and feedback (CPL).	\$500 – casual relief

Process 2: PERSONALISED LEARNING

Establish a learning environment that is data driven, based on formative assessment practices and literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
In our small school situations individual students regularly have one on one conversations with their teachers around their learning. Feedback is part of these timely observations and discussions. All students have a growing understanding of their own learning 'where they are' and 'where to next'. Talbingo staff continue to provide stimulating learning environments focused on student learning and need. The students enjoy and are responding to the activities provided which in turn ensures maximum learning potential.	Essential Assessment – \$210

Process 3: ENGAGEMENT

Implement a whole school integrated approach in which students can connect, succeed and thrive at each stage of their schooling.

Implement student voice into the planning of integrated units.

Evaluation	Funds Expended (Resources)
Our Community of Schools staff found 'Life Skills Go' very repetitive and generalised and the Journals became unnecessary so the decision was made to cease their use. However all schools implemented many well-being activities throughout the year. Activities like: gardening, African drumming, meditation, cooking and tae kwon do. The ALPSS community of schools combined well-being days were highly	\$850 – Life Skills Go

Progress towards achieving improvement measures

impacted by the Principals heavy workloads. This will be a high priority in 2020. To assist in this it has been decided to move the ALPSS athletics carnival to Term one (also overcoming weather issues). Blueearth days will occur as per our bi-annual agreement.

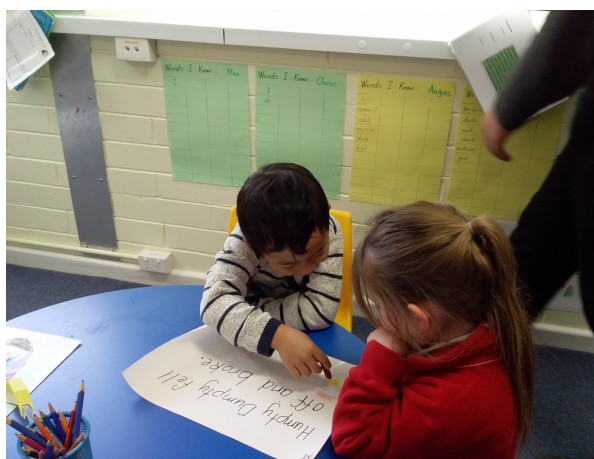
Next Steps

In 2020 all students will have individual goals in both literacy and numeracy. These learning goals will be discussed with individual students so that more personalised learning can take place.

The ALPSS community of Schools is an integral part of the learning opportunities provided to the students at Talbingo Public School. we will continue to provide these opportunities for all students.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10 672	Funding was used to employ extra teaching staff allowing team teaching, mentoring and individual instruction. This ensures more explicit and differentiated learning opportunities for all students.
Socio-economic background	\$10 672	<p>Funding was used to employ extra teaching staff allowing team teaching, mentoring and individual instruction. This ensured more explicit and differentiated learning opportunities for all students.</p> <p>Funding also allowed us to release a teacher to run a year long transition into kindergarten program, which made 2020 kindergarten students feel right at home.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	4	5	4	5
Girls	5	2	2	2

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	67.2	73.9	93.6
1	86.7	91.4	71.1	94.8
2		89.6	92.6	92.7
3	90.3		98.5	97.9
4	98.9	90.3		94.8
5	94.6	83.9	89.5	
6		86	82.7	93.8
All Years	92.2	83.2	83	94.5
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	93.5	93
3	94.2		93.6	93
4	93.9	93.9		92.9
5	93.9	93.8	93.2	
6		93.3	92.5	92.1
All Years	94.1	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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*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	105,141
Revenue	489,333
Appropriation	483,339
Sale of Goods and Services	80
Grants and contributions	5,005
Investment income	909
Expenses	-412,914
Employee related	-367,466
Operating expenses	-45,449
Surplus / deficit for the year	76,419

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



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	23,024
Equity - Aboriginal	0
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	12,352
Base Total	298,066
Base - Per Capita	1,408
Base - Location	7,851
Base - Other	288,806
Other Total	157,971
Grand Total	479,061

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](https://myschool.edu.au) website.

Literacy

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

Numeracy

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



Parent/caregiver, student, teacher satisfaction

Talbingo Public School seeks the opinions of parents, students and teachers about the school. Parents were asked to respond in different situations and in different methods throughout the year. these were carried out at P&C meetings and other school related activities.

The parents make positive comments about the school during all such discussions, their perception was that staff continue to have the students in the forefront of their thoughts when making decisions. They agreed that they were happy with the communication that is seen as open and receptive. They also agreed that the programs and extra-curricular activities offered to the students are beneficial to the growth of the whole child and are happy with the wide range of experiences that are made available , expressing the hope that this will continue.

The Students responded to all conversations with positive comments and indicated that the school gave them the best learning opportunities.

Staff all responded with positive comments indicating this as a positive, happy and collegial environment to work in and that they feel valued as a team member. a number of staff choosing to travel long distances to be at Talbingo Public School in preference to some of their closer schools.



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.

