

2020 Annual Report

Tabulam Public School



3145

Introduction

The Annual Report for 2020 is provided to the community of Tabulam Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

What a different year of learning for all of us in 2020 with COVID-19 restrictions. Children engaged in home learning packs and parents suddenly became teachers. I would like to personally thank you for all your dedication and support over a difficult year. Telephone conversations with parents and families meant that staff at Tabulam Public School were able to continue to stay in touch and support children and their families at home. Even with the changes, such as, no excursions - there was understanding and continued support from our families and community members. This made for another positive year of learning and a feeling of working together. Best wishes to each of our Year 6 children, we hope you let us know about all the great things happening for you at High School. Our Transition Class continued to be a huge success in preparing children for school. Congratulations to all those students who not only worked hard to achieve their own learning goals, but supported their class mates to achieve theirs. Thank you to our caring and hard working staff who provided learning experiences for our children throughout the year, always striving to support our students to be the best they can be. Poppy Harry's wealth of knowledge and his ability to share this with the children and staff continues to provide rich and valuable learning for all of us at Tabulam Public School. I am thoroughly looking forward to 2021 and all the positive opportunities for learning it will provide in and outside the classroom. Thank you to our fantastic P&C for all their hard work throughout the year and we will see you again in 2021. Remember, my door is always open if you need anything!



School vision

The Tabulam Public School vision is to foster excellence in learning and build positive relationships which create the foundations for life success.

We aim to prepare students as global citizens for a rapidly changing, future focused world in which creativity, cooperative work, connectedness to the wider world and adaptability are key features.

Tabulam Public School creates a warm, harmonious and caring learning environment where students feel secure and happy and are highly motivated to learn.

We aim to make the school a place where every child becomes strong and confident in spirit and culture; having high self-esteem and high standards of academic achievement and social behaviour.

School context

Tabulam Public School (enrolment 40) has a diverse school community characterised by a significant (80%) Aboriginal enrolment, isolation and socio-economic disadvantage.

The school has a strong partnership with the local community and is focused on high expectations and student achievement.

NAPLAN data indicates that while many students have succeeded and growth is strong, there is a need to continue to address the learning, literacy and numeracy outcomes of students to prepare them for high school.

Staff/parent and student surveys reflect the need for students to develop an understanding of learning behaviours to support the development of independent learners.



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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING: Supporting all students to develop the necessary skills to be successful global citizens.

Purpose

Supporting all students to develop the necessary skills to be successful global citizens who engage in meaningful and future focused learning through the implementation of Creative and Critical thinking, Visible Learning and Project Based Learning. Ensuring the development of effective staff professional development and community partnerships which build upon cultural identity, strength and pride. Building on cultural identity acknowledging strengths and pride developing a sense of belonging in students and a deeper understanding of themselves and others.

Improvement Measures

Increased resource development for and use of the Wahlubal History and Culture Centre by students and community.

Tell Them From Me and Mindfulness and Well-being assessment demonstrates 80%+ engaged in learning.

Effective feedback is evidenced during walk throughs. All classes display learning intentions and success criteria.

Students demonstrate an understanding of learning dispositions and mindfulness practices.

Progress towards achieving improvement measures

Process 1: Visible Learning strategies to be developed in all classrooms with evidence of the implementation of Learning Intentions and Success Criteria in all areas of the curriculum across the school.

Evaluation	Funds Expended (Resources)
Learning intention and success criteria evident across all classrooms. Teachers and students linked learning intentions to Personalised Learning Plans and Individual Education Plans to support, make relevant and engage student learning. This was particularly evident within creating texts and provided a high level of motivation and success.	Stage and staff meeting time

Process 2: Explicit teaching of CCT program in all classes, use of learning dispositions and growth mindset across the school.

Evaluation	Funds Expended (Resources)
Learning dispositions were evident and incorporated in PBL structures to promote values across learning throughout the year. Mindfulness programs such as Rock and Water were utilised to promote wellbeing and strengthen sense of identity across the school. Creative and Critical Thinking was incorporated into STEM projects across the year with multiple opportunities for success.	PBL meetings each term plus stage and staff meeting time PBL training with teacher RFF built into RFF timetable- \$2100

Process 3: All staff participate in Aboriginal cultural education with their local Aboriginal community.

Evaluation	Funds Expended (Resources)
Staff participation was successful with perspectives embedded across the curriculum to support and enrich learning. Aboriginal Education and community engagement was evident throughout 2020 however; cultural excursions were limited due to Covid-19 restrictions. With the LAECG's involvement and participation the cultural room was further developed along with lessons and resources to enhance student learning. Community interest in and support of events and activities added to the embedding of perspectives in our curriculum.	\$2500

Process 4: Primary connections science units used as a basis for Project based learning across the school.

Progress towards achieving improvement measures

Evaluation

**Funds Expended
(Resources)**

Scope and sequence documents finalised to support rich teaching and learning experiences. Students have participated in a range of hands on learning experiences in a variety of Key Learning Areas to promote positive outcomes.

staff release to complete units and scope and sequence documents.

\$2350



Strategic Direction 2

INNOVATIVE TEACHING: Meeting the needs of all learners: students, staff and community.

Purpose

Meeting the needs of all learners - Improvement for every student, every teacher, every support staff member and empowering the whole school community. Ensuring the development of explicit systems for collaboration and feedback to sustain quality teaching practice combined with high expectation relationships across the whole school community. Explicit teaching of numeracy and literacy with effective differentiation; meeting the needs of all learners through innovative practices.

Improvement Measures

Increase in teacher capacity for differentiation and targeted interventions across the curriculum.

100% teaching staff facilitate student growth; evident on PLAN 2 data and discussed as part of the Professional Development Framework process.

30% increase of Aboriginal students working at stage level.

NAPLAN shows an 8% increase in students working in higher bands.

75% students demonstrate at least 12 months growth in literacy and numeracy on NSW literacy and numeracy progressions

Progress towards achieving improvement measures

Process 1: L3, L3S1, TEN, Super Six Comprehension strategies and 7 Steps to writing to be implemented across the school.

Evaluation	Funds Expended (Resources)
<p>Interventions K-6 established and Support staff mentored to continue into 2021.</p> <p>Phonics approach to reading has modified the intervention approach over 2020, this has resulted in explicit phonics moving into whole class Tier 1 teaching. Research and Evidence engaged in by the Instructional leader and teaching staff has modified the teaching of reading during the end of this year and the professional knowledge of effective reading in the early years will continue to be built upon as we move into 2021 and a new school plan supported by extensive research and evidence.</p>	<p>Learning Conversation time built into timetable- \$1200.</p> <p>Stage and staff meeting time</p>

Process 2: Teachers use ALAN to accurately track student progress and use data to inform planning, identify interventions and modify teaching practice at 5 weekly cycles.

Evaluation	Funds Expended (Resources)
<p>PLAN 2 updated to reflect the current skills of students K-2 in the targeted areas. The results within these target areas alongside of current research and evidence will inform the next school planning cycle. The need to continue to build teacher and Instructional leader capacity and knowledge in the areas of phonics and phonological awareness is evidenced.</p>	<p>Stage and staff meeting time with Learning Conversation time built into timetable</p>

Process 3: All staff to engage in PDP process and establish personal targets and required professional learning to be reflected upon every term.

Evaluation	Funds Expended (Resources)
<p>Professional Learning was targeted based on individual need to support improved teaching practices. The PDP process allowed staff to work towards individual goals which were achieved with positive impacts for all students.</p>	<p>PL and resources- \$9200</p>

Progress towards achieving improvement measures

Process 4: Instructional leader leads professional learning in effective literacy and numeracy teaching practices, strengthening teacher capacity and teaching expertise.

Evaluation	Funds Expended (Resources)
<p>Professional learning was presented during learning conversation time or team meetings. Class teacher and Instructional Leader worked collaboratively to modify the teaching practice K-2 to follow the science of reading research. Department and CESE professional reading utilised under the Effective Reading in the Early Years suite. Moving into 2021 with a chosen systematic phonics program and completing the professional learning for InitialLit prior to 2021 commencing.</p>	



Strategic Direction 3

WELL-BEING: Fostering and promoting an environment where students thrive and connect to their learning.

Purpose

Promote student wellbeing to ensure optimum conditions for student learning across the whole school through authentic and effective PLPs supported by Learning Maps. Developing mindfulness practice to give children the skills to settle and calm themselves and develop focus; building resilience by helping children manage difficult thoughts and emotions. To create the capacity to change impulsive reactions to thoughtful responses.

Improvement Measures

100% students participate in the Learning Maps and PLP meetings. PLPs can be discussed, understood and acted upon by students.

Percentage of parents actively involved in school life increases by 10%

Implementation of mindfulness program across the school.

PBL data demonstrates an increase in positive behaviour practices across the school.

Progress towards achieving improvement measures

Process 1: All students and carers to take part in the PLP process with specific literacy/numeracy targets, based on the English and Mathematics Syllabus.

Evaluation	Funds Expended (Resources)
Students successfully created videos of themselves talking about their identified PLP goals. They then created QR codes to support this and parents and community members were able to watch their child talking about their learning and goals they wish to achieve. Extremely positive feedback around this was received. 100% of students were represented in this positive process.	resources \$800 Teacher Release- \$1100

Process 2: Ongoing learning around Visible Learning processes to be provided to whole school community. Continuation of the Learning Map process to facilitate the engagement of a growth mind set.

Evaluation	Funds Expended (Resources)
Visible learning evident across both classroom settings. Learning Maps have been discontinued; however, multiple opportunities are provided for students and their families to be involved in the learning process.	

Process 3: Implementation of Positive Behaviour For Learning (PBL) across the school. Connect families to class dojo to share in student learning.

Evaluation	Funds Expended (Resources)
Students designed PBL expectations which are represented around the school and are referred to daily. PBL successfully working across the school with proactive and evidence informed lessons given at point in time need. Parental support for classdojo and Facebook interaction is high.	\$5000

Process 4: All students engaged in health and well being program on Fridays.

Evaluation	Funds Expended (Resources)
All children participated in multiple wellbeing and physical education experiences across 2020. Successful swimming, athletics and cross country programs were evident with children achieving personal and teams goals.	Breakfast program plus additional sporting and wellness programs - \$11000

Progress towards achieving improvement measures

Multiple wellbeing programs, for example, breakfast program and attendance rewards ran throughout the year to support a range of needs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO and AEO employment - \$127637 NAIDOC Day- \$1000	Aboriginal Background Funding was utilised to support student learning and wellbeing plus community engagement throughout 2020. The school employed an additional SLSO 4 days per week. With the assistance of our AEO the SLSO supported learning, cultural lessons and language throughout the year. Due to Covid-19, language lessons delivered by Poppy Harry were limited; however, lessons were run weekly by Aboriginal Education Teacher and AEO. Our NAIDOC day and PLP learning goals were well supported by community. Positive partnerships with the local AECG and community of local schools has made transition more successful for all involved.
Low level adjustment for disability	SLSO staff - \$120115 .5 STL - \$54692	The employment of Student Learning Support Officers across the school has catered for academic and wellbeing support. Support has focused on Literacy and Numeracy interventions with an additional 0.5 learning support teacher also supporting learning across the school.
Quality Teaching, Successful Students (QTSS)	Resources and professional learning for Mini, Mac and InitialLit \$9230 Timetabled learning conversations- \$1800 Professional Learning - \$ 5000	The IL supported the implementation of a revised literacy approach in the K-2 learning spaces. Professional Learning incorporated multiple programs including MiniLit, MacLit and InitialLit with resources to support. Timetabled learning conversations supported the improvement of teaching practices through evidence informed change actions. LANSA involvement through additive strategies PL supported a range of teaching refinements around mathematics.
Socio-economic background	excursions/events/need/programs/resources - \$14500 Staff 0.8 teaching staff - \$83000 Transition program - \$15000 Technology - \$7000	The employment of an additional 0.4 staff member to support transition programs and intervention across the school set children up for success. Improved engagement and opportunities for children to participate inside and out of the classroom were catered for with additional technology and resources to support learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	24	19	21	26
Girls	24	13	19	27

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.5	82.2	90.7	90.9
1	90.9	89.7	79.7	83.9
2	87.8	81.4	83.9	84.6
3	91.5	81	82.4	90.6
4	82.4	85.8	83.7	83.3
5	93.6	75.4	87.9	87.4
6	87.2	82.9	79.1	87.3
All Years	89.5	83.2	84	86.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	2.42
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.17
School Administration and Support Staff	1.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	231,002
Revenue	1,270,055
Appropriation	1,238,039
Sale of Goods and Services	4,046
Grants and contributions	27,234
Investment income	736
Expenses	-1,203,744
Employee related	-987,868
Operating expenses	-215,876
Surplus / deficit for the year	66,310
Closing Balance	297,312

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.

	2020 Approved SBA (\$)
Targeted Total	55,753
Equity Total	325,280
Equity - Aboriginal	121,171
Equity - Socio-economic	114,856
Equity - Language	13,802
Equity - Disability	75,451
Base Total	613,558
Base - Per Capita	9,620
Base - Location	33,571
Base - Other	570,367
Other Total	152,324
Grand Total	1,146,916

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.

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.

2020 NAPLAN

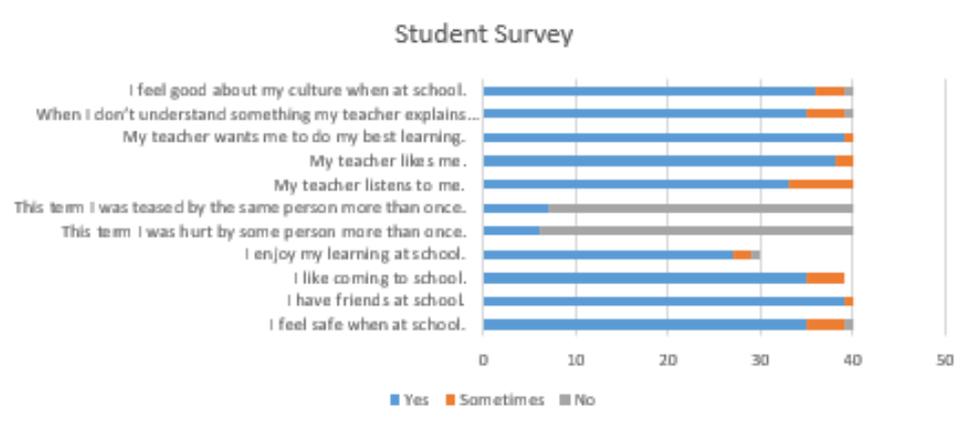
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Each student K-6 anonymously completed a school designed survey to provide information about student satisfaction with the school culture in supporting them and their learning. The survey was completed electronically by the students, where applicable a School Learning Support Officer read the survey questions to individual students. Forty students provided responses to the survey. The results below indicate a positive school culture and one we can continue to build upon.



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.

The engagement of an Aboriginal Education Officer and an Aboriginal Student Support staff member supported students and their families in the educational community at Tabulam Public School during 2020. Aboriginal Education and the inclusion of Aboriginal Education Policies and perspectives are an integral part of teaching and learning. All teaching and learning programs are developed to contain Aboriginal perspectives and connections to the local community. All classrooms refer to and use Wahluwal language in every day teaching and learning. The school holds weekly Aboriginal Education Committee meetings and includes regular analysis of Aboriginal student data. The whole school community continues to develop local resources for The Whalubal Culture and History Centre which is utilised in weekly Aboriginal studies lessons. Parent confidence in school processes and practices remains high as does attendance at school events. Student PLP days to discuss learning targets remain well attended.

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.

Due to restrictions on professional learning activities in 2020 our school's nominated Anti-Racism Contact Officer will undertake specific training in 2021 to support them in responding to concerns in relation to racism.

Our school's curriculum and partnerships with parents and the community supports our students in having an understanding of racism and discrimination and the impact these may have on themselves, their family, their school and their community.

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.

Multicultural Education is a mandated perspective across the curriculum areas and Tabulam staff ensure students are exposed to many different cultural opinions and experiences. All staff fulfil the requirement of programming Multicultural perspectives in all areas of the curriculum.