

2020 Annual Report

Tallimba Public School



3153

Introduction

The Annual Report for 2020 is provided to the community of Tallimba 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

Tallimba Public School

Kikoiria St

Tallimba, 2669

www.tallimba-p.schools.nsw.edu.au

tallimba-p.school@det.nsw.edu.au

6975 7251

School vision

Tallimba Public School is committed to providing quality education in a nurturing, innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be active, confident participants in a quickly changing global society.

Tallimba Public School is a little school achieving big things.

School context

Tallimba Public School is a small community school located in a tiny village of fewer than 20 residents. The village serves the surrounding stock raising and crop growing area.

Parents are supportive and have indicated they would like to strengthen welfare programs that overcome some of the disadvantages caused by local environmental disasters.

Tallimba Public School puts at its centre our students learning. The school fosters a positive school climate by delivering quality education. We endeavour to provide all students with school experiences that assist our students to become confident and competent people with academic, social, and physical knowledge and with understanding and skills to support their learning. Student enrolments have fluctuated between 20-30 students. Current changing demographics have seen a transient population of students. Currently, a significant number of enrolments are from low socio-economic families.

There are two full-time teachers; a teaching principal and a classroom teacher. A part-time teacher is employed three days a week, as well as one part-time Learning Support Officer (SLSO), for two multigrade classes.

For three days per week, the students are organised into stage groups for programs in literacy and numeracy. Each Thursday, all Year 5 and Year 6 children participate in the Middle School program at nearby West Wyalong High School.

At Tallimba Public School we seek to support our students as they develop effective skills in literacy, numeracy, and technology. Tallimba Public School develops knowledge and understanding of the local community and of the world around them. We encourage responsibility for active participation in learning and in the culture of the school.

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	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	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1

Quality Teaching

Purpose

- To ensure teachers have contemporary content knowledge and implement learning opportunities for students which are engaging and evidence-based, using effective quality teaching practices.
- Teachers evaluate the effectiveness of their teaching and use ongoing assessment practices to evaluate and refine teaching practices.

Improvement Measures

- Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool.
- Teachers are reflecting on practice and achieving goals set in their Professional Development Plan (PDP).
- A sustainable collaborative practice system is embedded across the Rural Innovative Educators Network (RIEN).

Progress towards achieving improvement measures

Process 1: Collaborative practice

Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers within the Rural Innovative Educators Network (RIEN) and Tallimba Public School for monitoring student learning.

Evaluation	Funds Expended (Resources)
<p>In 2020 the Rural Innovative Educator's Network (RIEN) implemented the scope and sequences which were co-developed during 2019. Teachers from across the RIEN were asked to provide feedback relating to the implementation. During the review, it was agreed each school would look closely at a particular KLA. Tallimba was assigned PDHPE. Programs were developed by Tallimba staff in conjunction with the curriculum advisor and shared across the small school network.</p> <p>All RIEN teachers completed Instructional Rounds professional learning during Term 1. The twilight session focused on an agreed problem of practice after analysing current RIEN NAPLAN data. The RIEN Instructional Rounds were unable to continue due to the COVID-19 pandemic.</p> <p>The RIEN principals collaborated through the School Excellence in Action (SEiA) professional learning and shared ideas during the school situational analysis development.</p> <p>In 2020 we continued to refine our protocols and practices through classroom observations (GROW) with the specific purpose of creating a space for professional conversations around teaching practice related to the teaching standards.</p> <p>All staff uses Microsoft Teams to facilitate professional dialogue, collaboration, learning from home, administrative tasks, and the monitoring of student learning.</p>	<p>PDHPE curriculum support- \$1000 (2 x casual relief)</p> <p>GROW lesson Observations- \$1000 (2 x casual relief)</p> <p>School Excellence in Action (SEiA) Professional Learning- Nil cost</p> <p>Microsoft School Transformation Program-\$2000 (4x \$500 casual relief)</p>

Process 2: Professional Development

Draw on research-based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>As a result of completing the SMART Spelling professional learning, teachers focused on introducing this program within their classroom practice. This focus led to rich conversations around how students learn and the acquisition of spelling skills.</p> <p>Professional learning in PAT provided teachers with the opportunity to reflect on assessment strategies that support the acquisition of reading/numeracy skills. The continuation of Best Start Kindergarten and the introduction of Check-in assessments have provided significant baseline data to inform individual student need, whilst providing feedback to parents.</p>	<p>SMART Spelling Professional Learning-Total \$2161;</p> <p>\$1500 (3 x casual relief), \$561 PL course costs, \$100 COVID online lessons.</p> <p>Best Start Kindergarten Training-\$500 (1 x casual relief)</p> <p>Check-in assessment-\$500 (1 x casual relief)</p>

Strategic Direction 2

Quality Learning

Purpose

- To provide students with innovative learning opportunities and quality experiences in a school culture which is strongly focused on learning and the building of educational aspirations.
- Promoting resilient, self-directed and adaptable learners, who are accountable for their own learning and achievement.

Improvement Measures

- Increase of growth in targeted age appropriate levels, as reflected in NAPLAN data and other external data.
- Increased improvement across the school in aspects of numeracy and literacy as indicated through the continuum/progression data.

Progress towards achieving improvement measures

Process 1: Assessment

Develop staff knowledge in the use of Assessment as, of and for learning that leads to effective structures and policies across the school for the collection and effective use of data for student learning.

Evaluation	Funds Expended (Resources)
Teachers continue to develop and apply a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning) in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. The use of Microsoft Teams facilitates a whole school assessment strategy that is designed to ensure the learning of all students is systematically monitored.	Microsoft Teams Transformation Program-\$1000 (2 x casual relief) Progressive Achievement Tests PAT professional learning- \$880 (2 x \$440 course fees)

Process 2: Visible Learning for Students

Professional development in making learning visible and purposeful for students through the provision of: learning intentions, success criteria in child friendly terminology, exemplar student work and assessment feedback: teacher to student feedback, student to student feedback and student to teacher feedback.

Evaluation	Funds Expended (Resources)
Professional Learning around <i>Visible Learning</i> was put on hold after the COVID-19 lockdown. The implementation of <i>Visible Learning</i> strategies in classroom practice varies across the school. A whole-school approach to data-informed personalised learning is an identified priority area for the school's 2021 to 2024 Strategic Improvement Plan. Those teachers who have previously completed SCOPE professional learning continued implementing learning intentions and success criteria for targeted areas. Students can collaboratively set, articulate and independently work towards personal learning goals.	

Strategic Direction 3

Wellbeing for Success

Purpose

- To ensure every student is equipped with the social, emotional and physical skills that will empower them to connect, succeed and thrive in our ever-changing challenging world.

Improvement Measures

- Increase in attendance rate.
- Improved students behaviour and engagement across the school.

Progress towards achieving improvement measures

Process 1: Positive Behaviour Learning (PBL)

Develop jointly constructed positive wellbeing strategies (PBL program) for students, teachers and parents to support a positive and collaborative school culture.

Evaluation	Funds Expended (Resources)
Teachers revisited the functions of behaviour and how to adapt teaching practice to cater for individual needs. Staff discussed minor and major behaviours to ensure consistent teacher understanding of how behaviours may present and how to address the behaviour. Co-developed expectations continue to be explicitly taught to support the wellbeing of students to connect, succeed, thrive and learn. A change in personnel and the COVID-19 pandemic slowed the progress of the whole school PBL implementation. A Junior PBL team consisting of student leaders and elected student representatives has been established to promote student voice.	Junior PBL team established- Nil Cost PBL Foundation training-\$500 (1-day casual relief)

Process 2: Wellbeing Framework

Develop staff knowledge of the well being framework and policies. Evaluate current programs and develop programs and practices that reflect the framework and allow students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Wellbeing data was reviewed regularly, which identified need and allowed for a differentiated level of personalised support. Staff developed and implemented learning experiences using their knowledge of students' abilities and experiences. Staff have participated in a range of professional learning and worked collaboratively with colleagues to strengthen practices. Most students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Whole school systems support student behaviour and attendance. All staff will complete <i>Using the Wellbeing Framework for School Excellence</i> in Semester 1 2021.	TTFM survey analysis \$500 (1-day casual relief) Zooming in with School Services PL 4 x 60 minutes (Review Meetings, Access Requests, Behaviour Management Plans, NCCD)- Nil Cost Mindful Champion Training 6 x 90-minute sessions-Nil Cost Microsoft Teams Social and Emotional (SEL) PL-Nil Cost Disability Standards for Education for primary schools PL- Nil Cost

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Learning and Support Teacher (LaST) FTE 0.2 \$21 877</p> <p>Flexible \$8 028</p> <p>Primary Maths split into Stages, 3 days per week, for 1 hour per day (LaST)</p> <p>MacqLit Intervention Program 4 x 90 minutes per week (SLSO)</p> <p>Centre for Effective Reading Tutor Program</p> <p>4 x 60 minutes per week (SLSO)</p>	<p>All students with low-level learning disabilities receive targeted learning support through the intervention program. Student Learning Support Officers (SLSO), as well as the Learning and Support teacher (LaST), deliver intervention programs on an individual or small group basis. Students' learning is tracked and monitored and adjusted according to need.</p> <p>The Learning and Support Coordinator in conjunction with the classroom teachers track student progress ensuring that students who are not meeting their learning benchmarks are provided with targeted support.</p> <p>The primary class was split into stages, three days per week, to target the numeracy needs of students.</p> <p>External agencies were sourced to address individual needs. The MacqLit program continued to address the specific literacy needs of students.</p>
Quality Teaching, Successful Students (QTSS)	\$5 141	Teachers were released to facilitate peer observation rounds and collaboration to refine and enhance classroom practice.
Socio-economic background	<p>SLSO 1 day per week targeted reading intervention=\$13 620</p> <p>Instructional Leader 0.2 x 8 weeks=\$4 000</p> <p>FTE 0.1=\$10 938</p> <p>Flexible= \$11 832</p>	<p>During Semester 1, an Instructional Leader worked one day per week to support student progress, lesson delivery, programming, planning and assessment strategies. This work continued with the principal working as the instructional leader when students returned after the COVID-19 pandemic lockdown.</p> <p>Targeted students received additional support through the intervention program which is coordinated by the LaST. Direct intervention by a School Learning Support Officer (SLSO) trained in the Reading Tutor Program occurred one day per week.</p> <p>All students received support in various ways. Some activities such as excursions and visiting performances are subsidised by the school to keep costs down.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	11	12	12	10
Girls	13	12	15	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.2	92.3	91.7	91.5
1	92.1	94.7	92.3	93.8
2	88.3	93.1	93.3	92.8
3	88.2	95.3	93.6	97.6
4	95.2	90.5	92.2	92.9
5	89.2	95.3	93.2	93
6	93.5	87.9	90.1	94.8
All Years	92	93.4	92.3	93.7
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)	1.82
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	87,846
Revenue	634,190
Appropriation	630,041
Grants and contributions	4,112
Investment income	36
Expenses	-591,972
Employee related	-506,638
Operating expenses	-85,334
Surplus / deficit for the year	42,218
Closing Balance	130,064

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	0
Equity Total	53,075
Equity - Aboriginal	0
Equity - Socio-economic	22,770
Equity - Language	400
Equity - Disability	29,905
Base Total	520,033
Base - Per Capita	6,494
Base - Location	14,130
Base - Other	499,410
Other Total	26,614
Grand Total	599,722

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

In 2020, our school sought the opinions of parents, students, and teachers about our school culture and feedback through the Tell Them From Me survey platform. A sample of their responses is listed below.

From our parent respondents:

- 84% of parents feel welcome when they visit the school, and 81% feel well informed.
- 73% reported school supports learning, with 64% of parents supporting learning at home.
- 73% believe the school supports positive behaviour, with 78% reporting the school promotes safety.

From our Year 4-6 student respondents:

- 85% reported that school staff has high expectations for all students to succeed, with 73% acknowledging a positive learning climate.
- 80% reported a positive sense of belonging, with 90% reporting positive relationships with other students.
- 100% value schooling outcomes, with 70% of students reporting to be interested and motivated.

From our teachers:

- 85% discuss learning goals with other teachers and talk to other teachers about strategies to increase student engagement.
- 95% reported establishing clear expectations for classroom behaviour and 75% agree to discussing with the class the learning goals for most lessons.
- 85% agree that their assessments help understand where students are having difficulty and 80% report using two or more teaching strategies in most lessons.



Tell Them From Me

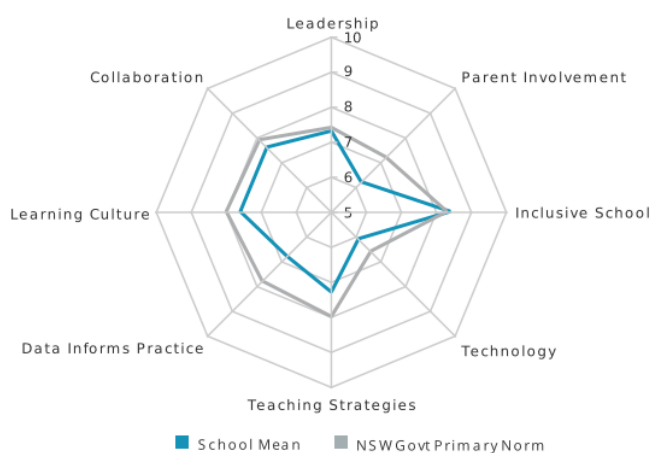
'Focus on Learning' Teacher Survey Report

NSW CESE Project

Tallimba Public School

Eight Drivers of Student Learning

Kindergarten - Year 6 (Primary)



Two-way Communication with Parents

Kindergarten - Year 6 (Primary)

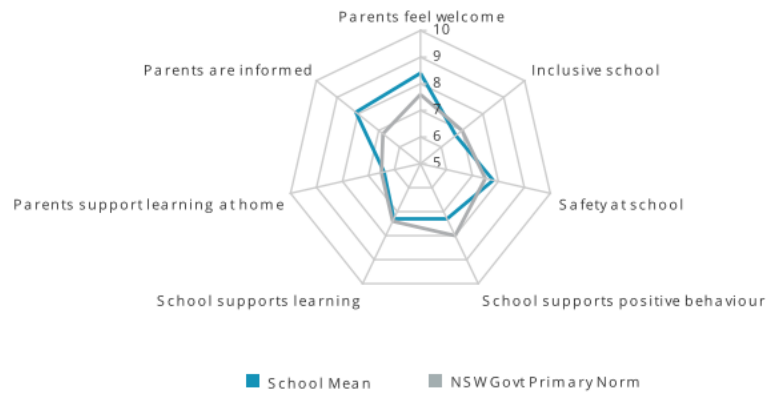


Figure 1: Percentage of students socially engaged

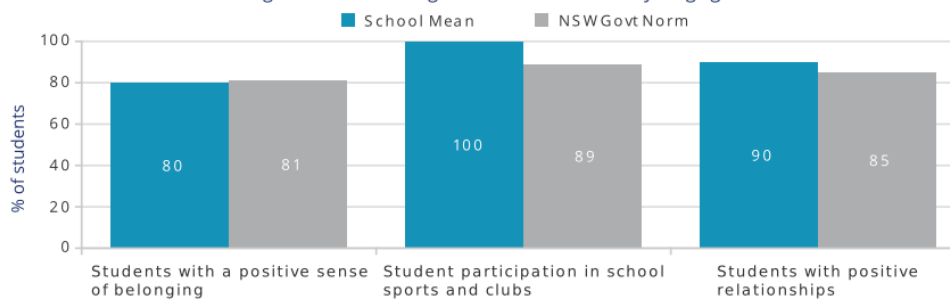


Figure 3: Percentage of students intellectually engaged

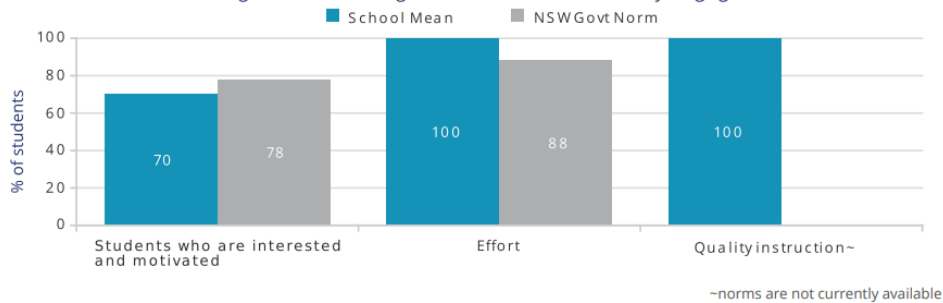
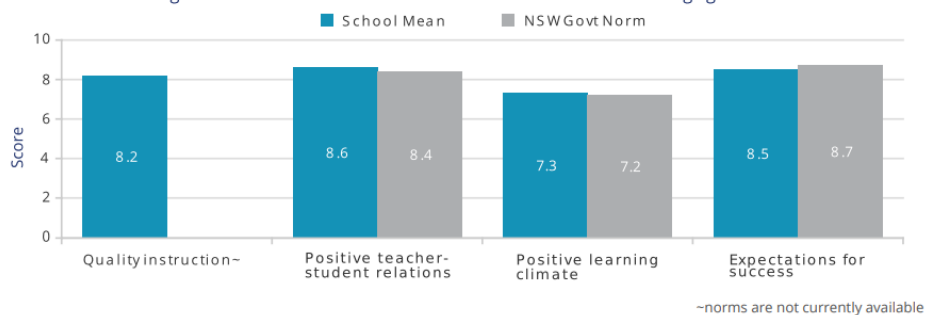


Figure 6: School-level factors associated with student engagement



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.