

2020 Annual Report

Central Tilba Public School



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Introduction

The Annual Report for 2020 is provided to the community of Central Tilba 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

As I'm sure everyone will agree, this has certainly been an unprecedented year for us all.

Whilst we could look upon our experiences as being disabling- as a school we have actually never been more enabled.

During the remote learning phase of our year, we were never more enabled to plan and deliver a new mode of teaching and learning. Teachers were inspired to quickly adapt their teaching and learning programs to be delivered digitally and remotely- using new and innovative platforms of educational delivery. We too are lifelong learners.

Students were enabled to engage in personalised learning that reflected their commitment, engagement and individual learning requirements.

Parents and families have never been more able to connect with their children's learning and support their academic growth. Congratulations on the support that you gave your children to enable their learning to continue.

Academically, our results were very pleasing and our school assessment data shows impressive growth in Literacy and Numeracy. Our students are engaged, challenged and committed to their learning.

In the performing arts we collaborated with our community to implement the film project "Portraits of Resilient Youth", which was celebrated in the River of Arts festival as well as on the School Stage with the Department of Education. Our K12 children created short films to support the RFS Get Ready Weekend campaign. Both of which have shown our little school to be connected to the wider world. We were also very fortunate that Four Winds were able to come to us and perform along with the Sydney Youth Orchestra. Coming to us! Our little school hosting a musical performance of this calibre- that is enabling!

While we were unable to participate in our usual inter-school and representative sporting events and activities, we were able to utilise our local sports ground to hold our cross country and athletics carnivals, which were both wonderful experiences for all. Our swimming team qualified to represent at the PSSA State Swimming Championships in the small schools relay, disappointingly, the event was cancelled, however this achievement will still be a memorable one for them.

Our social media presence has enabled us to connect with families and the wider community to share the wonderful things that our children experience at school. We reach so many people and receive such positive feedback. Thank you for sharing our story!

The generous grant of \$10000 from School Plus enabled us, every child at our school, to participate in all of our excursions and school activities without any cost to families.

Everything we do as a small school is with the support and encouragement of the parents and community. While the P&C have been somewhat limited in our ability to meet, we have still managed to collaborate and co-operate.

I wish to thank the Tilba School Community for your support in maintaining the strong values and traditions that are respected here at Tilba School. I also wish to thank those who shared innovative ideas and supported change. Central Tilba School is moving forward into our next planning phase as we aim for excellence in action to be embedded into our school improvement plan.

I would like to take this opportunity to acknowledge Ms Julie Moore. Julie has been our Learning and Support Teacher here at Tilba School. She is retiring and will be missed by all. Julie is an innate teacher, whose experience and joy for teaching is felt by all. She is engaging, inspiring and motivating. Julie enables our students to achieve their best. Thank you Ms Moore.

To our eight wonderful Year 6 leaders, I would like to congratulate you all for your outstanding leadership, determination, resilience, compassion and school spirit. Thank you Riley, Cerys, Anwen, Sophie, Leni, Jake, Amali and Skye. May you continue to do big things!

I'd like to close by thanking my colleagues- your teachers. It is their care and commitment to nurturing the intellectual and spiritual well-being of your children that enables the confidence and enthusiasm that you see in them. Your teachers provide the pathways and opportunities which enable Central Tilba School to be a small school that does big things.

Thank you!

Tania Hextell

Principal

School vision

Central Tilba Public School promotes equity and excellence in its education delivery. Students are successful learners, confident, creative and connect to community as active and informed citizens.

School context

Central Tilba Public School is a small school located on the south coast of New South Wales. It is a two teacher school with enrolments steady in the low forties. It services a rural community bordered by Mystery Bay to the north, Dignams Creek to the south and Wallaga Lake to the east. It is part of the Far South Coast network of schools and it is a proud member of the Eurobodalla Learning Community and Gulaga Community of Schools.

Central Tilba Public School caters to a diverse group of rural students and is supported by a strong community and P&C input.

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

Strategic Direction 1

Leading Through Teaching and Learning

Purpose

Leadership commitment to fostering high expectations and a shared responsibility for student engagement, learning, development and success. Personal responsibility for improving teaching practice in order to improve student learning.

Improvement Measures

All students achieving at or above expected growth.

All staff participate in professional learning and development opportunities to improve their professional practice.

Parent feedback indicates knowledge and understanding of student learning and progress.

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Making strong connections between what students are learning and data to improve student achievement and maintain a positive school learning culture.

Evaluation	Funds Expended (Resources)
<p>QTSS funding was used to release classroom teacher to collect, analyse and use assessment data to inform practice. All staff participated in professional learning in using data to plan explicit teaching programs and to identify LAST focus.</p> <p>The school scope and sequence for assessment of Literacy (Reading) and Numeracy (SENA) was achievable in the timeline that was established.</p> <p>The additional employment of a LaST to implement the assessments and to provide ongoing feedback to classroom teachers was valuable in identifying the individual learning needs of students, implementing differentiated and explicit programs as well as monitoring individual progress.</p> <p>The students benefited from a supportive, individualised assessment environment. The class teacher was able to continue teaching the rest of the class while the student being assessed was removed.</p> <p>The students acknowledged gains in their confidence and ability in the second assessment. The classroom teachers noticed the impact on time taken away from the class when the teacher administers assessments. The LaST gained explicit insight into the academic abilities of each student and could offer CTJ opportunities as a part of this process.</p> <p>The Numeracy growth for all students was at or above expected levels. Those students not at facile at the beginning of Year 2, were by the final assessment.</p> <p>90% of students in 3-6 showed a growth of three or more levels.</p> <p>The Literacy Growth of PM Levels showed:</p> <p>80% of students in K12 at or above grade expected levels with a growth of 20%.</p> <p>Years 3-6 showed a growth of 25% of those reading at or above age expected reading.</p>	<p>Additional teacher days/time: QTSS, class teachers, LaST</p> <p>Purchase of resources including: decodable texts, home readers, MultiLit program, text books and online support programs.</p> <p>Assessment tools and relative data</p> <p>Student surveys and feedback</p> <p>parent surveys and feedback.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$15180.00)• Professional learning (\$5711.00)• Literacy and numeracy (\$4187.00)

Process 2: School Leadership

Progress towards achieving improvement measures

Process 2:

Creation and seeking of authentic leadership opportunities for staff.

Evaluation	Funds Expended (Resources)
<p>The capacity of all staff increased through a collaborative approach in leading the school towards improving the learning outcomes for students. All staff participated in specified planning days for data collection and developing evidence based programs across all Key Learning Areas.</p> <p>Collective efficacy in planning and implementing school programs was achieved.</p> <p>Staff developed an increased understanding of the school planning process through staff development, allowing for input into 2021 planning.</p> <p>PDP evaluations reflected school directions and achievement of professional goals.</p>	<p>Additional Teacher time to release class teacher and teaching principal</p> <p>PSL/DEL</p> <p>Principal mentor</p> <p>PDPs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$7657.00)

Process 3: Student Engagement

Implementing joint/shared programs that increase student opportunities and increase depth to curriculum outcomes.

Evaluation	Funds Expended (Resources)
<p>1 day/week Music</p> <p>The Music Program K-6 demonstrated the achievement of above grade expected outcomes in Music for all students.</p> <p>Attendance on Music days was consistently high.</p> <p>Strategically planning sporting events and excursions during the last week of term improved the identified pattern of absence during this time by 10%.</p> <p>Student feedback has been positive in the growth of leadership skills and confidence. The student-led PBL weekly focus has shown to improve behaviour and culture in the playground.</p> <p>The success of the P&C major fundraiser and partnership in the Kitchen Garden project showed an increase of parent and community involvement.</p> <p>\$10 000 Schools Plus grant was effectively used to fund all student excursions and transport costs to ensure the equitable participation for all students in school events.</p> <p>PLPs demonstrated that individual academic, social and participation goals were achieved for Aboriginal students.</p>	<p>Specialist music teacher (\$12,382) and purchase of additional musical instruments (\$2000)</p> <p>Refurbishing of music room and library \$1000</p> <p>Collaborative film project \$500</p> <p>Year 6 Mural- specialist art teacher \$2200</p> <p>Years 3-6 Merimbula excursion \$6200</p> <p>Kitchen Garden contribution \$600</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12382.00) • Aboriginal background loading (\$1656.00)

Strategic Direction 2

Learning Culture and Community Connections

Purpose

A commitment to nurture, guide, inspire and challenge students - to find the joy in learning.

Improvement Measures

Students are independent learners and active leaders responsible for the wellbeing of themselves and others.

A commitment to ensuring that every student is known, valued and cared for by providing engaging, relevant and challenging opportunities and experiences.

Connect with parents and the wider community to collaboratively provide rich learning experiences for the school community.

Progress towards achieving improvement measures

Process 1: School Wellbeing

Creating and maintaining positive, respectful relationships amongst staff, students and community.

Evaluation	Funds Expended (Resources)
<p>During the bushfires and the remote learning phase of COVID, every family was contacted individually and supported through the process.</p> <p>Communication between class teachers and students/families occurred every week.</p> <p>The staff and students have noticed an increase in the awareness of student well being.</p> <p>Evidence that every student is known, valued and cared for is in our weekly newsletter. Every student is acknowledged either in a photograph or in text.</p> <p>There has not been a student suspension this year.</p> <p>Every student received an award each term at our school assemblies, which were communicated through social media for parent engagement.</p> <p>School leaders being responsible for acknowledging positive behaviours at the whole school meetings on a Monday morning has been well received with a notable positive impact on all students.</p>	<p>Survey, meeting, feedback, ideas. Tell Them From Me Survey</p>

Process 2: Student Leadership

Creation and seeking of authentic leadership opportunities for students.

Evaluation	Funds Expended (Resources)
<p>School leaders being responsible for acknowledging positive behaviours at the whole school meetings on a Monday mornings has been well received with a notable positive impact on all students.</p> <p>School leaders held fundraisers to successfully raise funds for Montague Island excursion.</p> <p>Year 6 mural artwork built connections and supported student leadership and transition programs.</p>	<p>PBL</p> <p>Specialist art teacher collaboratively funded by P&C.</p>

Process 3: Community Connections

Creation and seeking of authentic opportunities for students to engage with the community.

Evaluation	Funds Expended (Resources)
<p>Feedback from parents and the wider community indicates that despite COVID restrictions, the school remained connected and transparent to the community.</p> <p>School FaceBook page effectively used to connect with parents and the wider community with increasing engagement and positive responses evident.</p> <p>Participation in community events and programs including: River of Arts "Portraits of Resilient Youth", ESC Calendar, Environmentors, RFS Get Ready Weekend videos, NAIDOC Week/Four Winds/Sydney Symphony Youth Orchestra performance.</p>	<p>School Stream App purchased and utilised as our primary source of communication with parents: \$1500</p> <p>Social media platforms and school website.</p> <p>Formal and informal feedback</p> <p>P&C meetings</p> <p>Technology for communicating remotely.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Relief \$520 AECG Gulaga Board of Management: Bellbrook Loop NPWS Four Winds Dhurga Language resources Bermagui PS Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 656.00) 	All students engaged in developing a deeper understanding of local Aboriginal culture, history and significance. Students learned local language: Dhurga. Personal Learning Pathways show and improvement in the learning outcomes of Aboriginal students.
Low level adjustment for disability	LaST 1.5 days/week Additional reading resources and assessment kits \$1200 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$15 180.00) 	Literacy and Numeracy progressions tracking of students to indicate and improvement in outcomes of targeted students. Classroom teachers effectively used the assessment data to identify and form targeted groups in the classroom context, to differentiate Literacy and Numeracy programs.
Quality Teaching, Successful Students (QTSS)	Casual teacher relief 0.5/week TPL Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$7 657.00) 	The impact of the use of QTSS funding to support the planning and development of 1. Regular contact by phone and email with parents to support student well-being during COVID 2. Vastly improved consistency of communication via an up-to-date web-page, weekly newsletter and FaceBook communication. 3. Completed K-6 scope and sequences for all KLAs. 4. Continual review of the school plan and strategic directions towards the new planning cycle.
Socio-economic background	Music teacher (Juanita Low) 0.5 per week \$10,000 Replacement and repair of musical instruments \$2,500 Singer/Songwriter Program \$1200 (matched with P&C contribution) Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$12 382.00) 	The Music Program has continued to demonstrate an improvement in attendance, student engagement and skills. Parent and community feedback for the music program has been positive and ensures that it will continue in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	27	25	21
Girls	12	11	18	22

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88.7	91.6	95.3	97
1	92.7	83.6	90.3	94.3
2	96.5	90.7	87.1	92.5
3	96.3	90.9	94.1	95.2
4	91.8	95.3	91.3	93.6
5	93.6	86	90.1	95.3
6	97.9	92.3	95.1	94.5
All Years	94	90.8	92	94.6
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)	1.32
Learning and Support Teacher(s)	0.1
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	68,494
Revenue	567,507
Appropriation	547,428
Sale of Goods and Services	436
Grants and contributions	19,550
Investment income	92
Expenses	-507,365
Employee related	-456,374
Operating expenses	-50,990
Surplus / deficit for the year	60,143
Closing Balance	128,636

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.

Due to additional funding received from COVID casual salary support and Schools Plus grants, a higher than anticipated roll-over balance has occurred. Also some additional programs, excursions and professional learning expenses were not incurred due to restrictions.

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	29,218
Equity - Aboriginal	1,656
Equity - Socio-economic	12,382
Equity - Language	0
Equity - Disability	15,180
Base Total	479,594
Base - Per Capita	10,342
Base - Location	12,666
Base - Other	456,586
Other Total	34,186
Grand Total	542,997

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

A parent/caregiver satisfaction survey indicated that:

100% of parents feel that they are provided with adequate information about their child's learning and progress at Central Tilba School.

100% of parents and carers feel that their child/children are known, valued and cared for at Central Tilba School.

100% of parents and carers feel that they have had an opportunity to contribute to school planning and initiatives.

A student satisfaction survey indicated that:

96% of children enjoy coming to school.

96% of children value learning and are engaged in the learning activities provided.

100% of children feel known, valued and cared for by their teachers.

All staff indicate that they are valued and professionally supported in achieving optimal impact on student learning outcomes.

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.