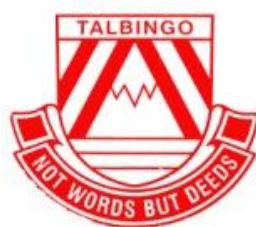# 2020 Annual Report

Talbingo Public School

4374

Introduction

The Annual Report for 2020 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

Talbingo Public School
Lampe St
Talbingo, 2720
www.talbingo-p.schools.nsw.edu.au
talbingo-p.school@det.nsw.edu.au
6949 5209

School vision

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 9 students enrolled for 2020

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).

'Dress Up as a Nerd Day' a well being activity after the fires and Covid lock down.

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	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)
Our school assessment schedule has been fully implemented and staff are working together to ensure planning is centred around 'Where are they now' and 'Where to next' learning goals. Use of essential assessment and learning outcomes and progressions has meant targeted individual learning is taking place. As staff continue to mentor and work collaboratively together we will now be able to introduce to the students an understanding of how this data drives their own learning goals. Evidence: One school program used by all staff in Microsoft Teams reflects our team planning and collaboration around individual student learning needs. Regular staff meetings where student data is discussed allows for reflection and adjustments on program directions. The sharing of ALPSS data in scout has created a platform for staff to make more informed judgements for our students as well as forming the direction for professional learning.	

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)
Planned professional learning in this area proved impossible this year due to COVID-19. However staff at Talbingo reviewed priorities and undertook on-line training in Microsoft Teams and Zoom in order to provide quality learning for students working from home. We also took time to share learning in staff meetings and impromptu discussions to ensure our own professional learning continued. Evidence: Greater understanding and use of digital software programs in teaching practices. Students able to confidently access and complete lessons on-line.	Clarity: What Matters Most in Learning, Teaching and Leading by Lyn Sharratt

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)
Whilst ALPSS professional learning was necessarily put on hold the benefits of all staff working collaboratively together within our school environment to share knowledge has had unforeseen advantages both to staff growth and teamwork. This has led to greater individual knowledge of each student's abilities and where to apply targeted teaching for greater growth. Evidence: The ability for staff to up-skill and provide on-line teaching and learning programs that continued to provide individual students with point of need learning. A targeted collaborative teaching and learning program that is based on data and built around each student's individual learning goals.	Training and Development - $8000

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)
Trend data over the last 5 years shows at or above expected growth in numeracy due mainly to the emphasis placed on individualised learning, increased collaboration of staff using data informed programming and student tracking. The introduction of Essential Assessment this year allowed the students to track their own progress (before learning / after learning) and student talk in Maths lessons reflects a growing understanding around their own learning. The introduction of the data wall in Term 3 also allowed students to visualise and discuss their progress.	$2000 casual relief $1000 resources

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)
Trend data over the last 5 years shows at or above expected growth in Literacy. Tracking of PAT comprehension over last 3 years shows significant growth for all students, particularly the students on the MultiLit program. Two students completing MultiLit are now working at stage levels. Our Teaching program reflects personalised learning plans that have been tailored to student needs based on data collected. there has been an increase in collaboration of staff using data informed practice as evidenced in our staff meeting discussions each week and in continued daily planning and informal discussions. Once again the introduction of the visual data wall showing student progressions has allowed for greater understanding for students around their own Literacy learning and progress.	

Process 3: ENGAGEMENT

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

Progress towards achieving improvement measures

Process 3: Implement student voice into the planning of integrated units.

Evaluation	Funds Expended (Resources)
ALPSS events were greatly impacted by COVID-19 and most were cancelled or postponed. However the students and teachers established new links with other schools through Microsoft Teams, took part in a number of virtual excursions around aboriginal culture and kept in touch with our Talbingo reading community by writing letters and performing Readers Theatre on the local radio station. We even entered a council competition to name our new park, which we won and consequently participated in a private opening ceremony during Local Council Week, naming the park "Binji Park". In Term 4 the senior students were able to join other ALPSS schools at the Sydney Academy for Sport, the scheduled major excursion for this year. This had a positive impact on everyone's wellbeing as evidenced by the huge smiles, connecting with old and new friends and 100% involvement in all activities.	Bluearth $5000 Talbingo Camp $7000 Travel Senior Excursion $4000 $500 Casual cost for AIPSS meeting to analyse survey results.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	$12 924	A targeted collaborative teaching and learning program that is based on data and built around each student's individual learning goals. Resulting in growth across all grades in both Literacy and Numeracy as evidenced by our Progressions, PAT and Naplan trend data.
Socio-economic background	$11 212	A targeted collaborative teaching and learning program that is based on data and built around each student's individual learning goals. Resulting in growth across all grades in both Literacy and Numeracy as evidenced by our Progressions, PAT and Naplan trend data.

Senior Excursion

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	5	4	5	4
Girls	2	2	2	5

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	67.2	73.9	93.6	94.1
1	91.4	71.1	94.8	90.2
2	89.6	92.6	92.7	93.6
3		98.5	97.9	97
4	90.3		94.8	96.5
5	83.9	89.5		95.3
6	86	82.7	93.8	
All Years	83.2	83	94.5	94.7
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		93.6	93	92.1
4	93.9		92.9	92
5	93.8	93.2		92
6	93.3	92.5	92.1	
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.

STEAM lesson build and test the strength of a shark cage

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, 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	181,559
Revenue	530,145
Appropriation	516,390
Sale of Goods and Services	1,982
Grants and contributions	11,356
Investment income	317
Other revenue	100
Expenses	-569,142
Employee related	-474,800
Operating expenses	-94,342
Surplus / deficit for the year	-38,997
Closing Balance	142,563

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	23,589
Equity - Aboriginal	0
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	12,651
Base Total	314,846
Base - Per Capita	1,684
Base - Location	7,066
Base - Other	306,096
Other Total	161,481
Grand Total	499,916

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.

Technology for Learning

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. Surveys were completed in Term 4 as was a carpark question put to the audience at the end of year 'Presentation Morning'.

The parents made 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. Lock down due to COVID-19 had students dancing to be back at their school.

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.

A thank you to the community and RFS for saving our town in the Black Summer Fires.

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.

To continue the close relationship with our National Park Aboriginal Educators who were unable to visit this year we engaged in a number on-line sessions. Undergoing three separate presentations around culture, bush tucker, language and art.

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.

Cultural Art Lesson