

2021 Annual Report

Tallong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Tallong 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 Strategic Improvement 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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School vision

At Tallong Public School we are committed to developing confident, resilient, self-directed learners who strongly value education. We work in partnership with parents/carers to engage students through high quality teaching and learning programs and practices in a nurturing, innovative and future focused environment, underpinned by a culture of high expectations.

School context

Tallong Public School is a small rural school, situated within the Goulburn network of schools. Tallong is a small rural community with around 800 residents and a FOEI of 113. Tallong has a rich history and is situated 8.5km from the town of Marulan. We have a current enrolment of 55 students, with 9% identifying as Aboriginal and/or Torres Strait Islander. Our school prides itself on our motto 'Desire To Do Well' and students exhibit our core values of being respectful, responsible and safe.

The special interests and needs of students are met through performing and creative arts programs, a wide range of sporting opportunities, a differentiated curriculum and strong learning and support processes.

Tallong Public School has a collaborative, consultative and productive relationship with our community whereby all stakeholders are valued as key contributors to our school plans and priorities. Tallong Public School has an active school community and our parents/carers value education. The school has a strong partnership with the Parents & Citizens Association who contribute significant time and funds towards the school's activities and resources and are very supportive of the school and its programs.

The school has completed a situational analysis and has identified two key areas of focus for the Strategic Improvement Plan. We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy as well as strengthen engagement and collaboration across the school.

1. Student growth and attainment

Through our situational analysis, we have identified the need for continued engagement in high impact professional learning to ensure that all students are accessing evidence-based, high quality, differentiated programs. We will streamline processes to ensure that quality data will support evidence-based decisions on individualised learning and staff will continually monitor and track student performance to determine areas of need. The school has identified system-negotiated targets in reading and numeracy.

2. Collaboration and engagement

The collaboration, engagement and wellbeing of our staff, students and community remains a high priority. Through our genuine collaboration with all stakeholders we will continue to seek feedback from our community and evaluate survey data to provide future directions. We will have streamlined PBL systems to foster a positive and inclusive environment for all students so they are highly engaged in their education. We will collaborate with our network of schools to heighten the collaboration and engagement with staff and continually strive to attain excellence.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, all staff will engage in high impact professional learning and evaluative processes to ensure the ongoing reflection of curriculum provision. Staff will develop consistent, whole school practices to ensure that appropriate data informs evidenced-based decisions about the individual learning needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Focusing on literacy and numeracy instruction
- Data and assessment practices

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

QTSS release: \$12,108.00

Professional learning: \$4,805.01

English language proficiency: \$2,672.00

Low level adjustment for disability: \$9,472.40

Aboriginal background: \$1,599.00

Literacy and numeracy: \$7,534.00

Location: \$2,978.35

Operational Funds - unassigned: \$1,815.00

Summary of progress

1. Evidence of activity

Staff identified the need for consistent approaches to wellbeing processes and practices across the school.

At the beginning of the year, teachers and executive identified High Impact Professional Learning opportunities that was informed by research, supported the professional growth and would deepen teaching practice for ongoing growth in student progress and achievement. The first identified opportunity was for Stage 2 and 3 teachers to participate in Quality Teaching Rounds, under the guidance of the project management team from Newcastle University, with Bundanoon PS and Marulan PS over a 12 month period. The Challenging Learning Project (all staff) also began with a meeting in Term 1 with Moss Vale PS and Wingello PS to establish a structured model for collaboration and allocation of funds. Joint Staff Development Days have proceeded for Terms 1, 2 and 3 (online where necessary). Two members of staff commence their training as part of the NSW Maths Strategy and the K-2 teacher also commenced the Targeted Assistance Program for phonics.

The purpose of the HIPL was to build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner. Baseline data was centrally stored and collected through the use of PAT assessments, PLAN 2 data and reading levels. The funding of the IL model further supported teachers through 'shoulder to shoulder' support and to release other staff members to work collaboratively within each others classrooms to support teachers to consider what quality teaching looks like and establish a shared language for the delivery, analysis and improvement of teaching practice.

2. Evidence of process quality

From the situational analysis and triangulation of data such as Check-in, NAPLAN, PAT and internal assessments, literacy and numeracy are areas that we wanted to spend time on. To maximise expert teaching practices and deepen student learning, targeted HIPL was identified. Data was able to now be centrally stored on 'Impromation' and reflected upon to ensure every child was receiving necessary adjustments. Data showed that there was positive uplift across external assessments (Check-in assessments and PAT) and internal assessments (SENA, reading and writing).

Staff surveys revealed that all HIPL has had a positive impact on classroom practice with evidenced-based strategies being incorporated daily eg Dialogue (CLP).

On-going work will continue, with QTR, the TAP program (phonics) and Challenging Learning. Next year, we will endeavour to strengthen the 'observation' process and will explore self-reflection sessions through self-recording and buddy observation with formalised feedback to provide clearer insight into the quality of implementation.

3. Evidence of impact

All teachers engaged with PL and applied evidence-based teaching strategies into their practice. Programs are adjusted to reflect individual needs. Data is now centrally uploaded and reflected upon to guide future planning and is no longer individually stored. It now enables a more holistic snapshot of each child's learning and creates a clear path for future planning.

Students displayed impressive growth in check-in assessments where they surpassed some SSSG and state scores in both literacy and numeracy. Student have also participated in PAT assessments, writing effect size assessments and other internal assessments linked with PLAN 2 for tracking.

The use of needs based funding has allowed the IL role to take place, with targeted support provided through both withdrawal and in-class support. Teachers report the positive impacts that working 'shoulder to shoulder' provides, to strengthen their practice and see improved student growth.

External data through Scout, check-in, PAT and internal assessments to establish student growth and attainment have been useful for on-going monitoring and reflection.

4. Implications

Next year, in this strategic direction, we will continue to engage with HIPL because of the positive impact it has on teacher professional growth. Although funding from the University of Newcastle will cease for QTR, we have agreed with Marulan and Bundanoon PS to fund our own Quality Teaching Rounds due to its high impact on classroom practice and collaboration. The CLP will continue as will the TAP program, due to the assistance of funding.

Funds will again be allocated to supporting the role of an IL, however, at times, due to the nature of a principal role the IL timetable was sometimes negatively impacted. Moving forward, we are aiming to fund the IL role through strategically sourcing a 5 day p/week teacher which will release an aspiring AP/IL to fulfill the role to a high standard, supported by the use of funds to provide the appropriate amount of time, off-class.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
At least 27.5% of students in the top two bands of NAPLAN numeracy to meet baseline target.	During 2021 made significant progress achieving our ambitious target. The Year 5 results were above SSSG schools and the 'School Score' positively increased from 456.1 to 487.9. Although the Year 3 results were just under SSSG schools, the 'School Score' also increased from 291.5 (2018) to 350.5 (2021). 44% of students are in the 'high middle' band and no students in the bottom band. Having analyzed this progress we will continue the focus on quality numeracy instruction and the uptake of hands on materials. Although the 12 month TPL has concluded, teachers will continue to collaborate and share effective strategies to see the continuation of positive growth.
At least 20.2% of students in the top two bands of NAPLAN reading to meet baseline target.	During 2021, Tallong Public School made an increase of 2.81% on previous years results for reading. Year 3 results have improved from 354.3 (2018) to 361.1 (2021) and the Year 5 students scored higher than SSSG schools. 56% of our students are in the 'high middle' band and no students in the bottom band. Having analysed these results we can see that the student results are lifting and we will continue to keep a focus on the emphasis of quality reading programs. With the assistance of a grant we were able to

At least 20.2% of students in the top two bands of NAPLAN reading to meet baseline target.	upgrade reading resources and this has also enhanced the quality of texts students are exposed to. We will continue to push up the 'high middle' students into the top bands.
Value added data is trending towards Sustaining and Growing for K-5 and is maintained at Sustaining and Growing 5-7.	During 2021, Tallong Public School's NAPLAN results demonstrates a positive increase when compared to the 2018 results. Having analysed this, this means that we are on an upwardly mobile trend which will be captured in NAPLAN in years to come. We have reduced the K-2 class to a K/1 to ensure that our students get a very strong start to their early schooling years that is critical to develop their early literacy and numeracy skills.
The School Excellence Framework Self-assessment Survey in the domain of Data Skills and Use and Effective Classroom Practice identifies some elements of Sustaining and Growing are met.	As part of our annual self-reflection using the School Excellence Framework, staff have now identified that in most elements for the domains of data skills and use and effective classroom practice, we have progressed from Delivering to Sustaining and Growing. As part of our evaluation, we are now looking to strengthen how staff can collaboratively design units and to deepen our triangulation of data to ensure that all elements of these domains reach Sustaining and Growing.
Check-in data is displaying student attainment at SSSG.	<p>At the beginning of 2021, only Year 4 and 6 participated in check-in assessments as Year 3 and 5 underwent NAPLAN testing. The cohorts beat state scores in both Year 4 numeracy and Year 6 reading. The Year 4 students beat the SSSG scores in reading and Year 6 were only 0.6% below.</p> <p>The end of year check in saw years 3-6 participate in the assessments. The impressive data showed that Year 4,5 and 6 all out-did SSSG scores were only less than 1% below the state average. Year 3 have made impressive gains and closed the gap with SSSG schools when compared with NAPLAN at the start of the year. They are now only 5.3% below SSSG in reading and in numeracy only 3% below SSSG.</p> <p>We are additionally funding an extra day for the learning and support role next year and will have a particular focus on the Year 3 students to ensure that we continue to close the gap between their results and reaching SSSG scores.</p>
At least 60% of students reaching at or above expected growth in reading.	In addition to external assessments, internal assessments indicated that more than 60% of students reached at or above expected reading benchmarks.
At least 65% of students reaching at or above expected growth in numeracy.	In addition to NAPLAN assessments, assessments indicated that at least 65% of students are reaching at or above expected growth in numeracy.

Strategic Direction 2: Collaboration and engagement

Purpose

Through our collaboration with all stakeholders at Tallong Public School, we will develop our processes to refine our wellbeing practices to have a planned and consistent approach across the school. We will strengthen the engagement of staff, students and the community through genuine partnerships to prepare our students for future success and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A collaborative, planned and consistent approach to wellbeing
- Strengthening engagement

Resources allocated to this strategic direction

Operational Funds - unassigned: \$2,815.00

Socio-economic background: \$40,394.00

Per capita: \$15,284.04

Location: \$5,100.00

Professional learning: \$2,806.78

Summary of progress

1. Evidence of activity

With our focus on being to deepen collaboration and engagement for all stakeholders, staff worked collaboratively at the beginning of 2021 to analyse current wellbeing practices and their impact as part of our process to design a collaborative, planned and consistent approach to wellbeing. Baseline data was captured through the beginning stages of our use of online data collection systems and through our situational analysis process. We created the specific Community Liaison Officer (CEO) role and developed collegial relationships with surrounding schools as part of the Quality Teaching Rounds (QTR) and Challenging Learning Project (CLP). 50% of our staff participated in the QTR and all staff in the CLP which strengthened inter-school relationships. We have made a concerted effort to keep the parents/community informed about these programs and dedicated sections of the newsletter to keep the community up-to-date with school initiatives.

2. Evidence of process quality

By having all staff on-board and part of the analysis phase, we were able to get a very clear snapshot of what processes were strong and what needed strengthening. We identified that through playground behaviour data and consequences, we needed to establish clear parameters around expectations, for staff, students and the community. Surveys now indicate that stakeholders have a shared understanding of expectations as a result of these streamlined processes. Our CEO role has had a positive impact in the wider community, particularly through the use of our Facebook page and has seen enrolments and positive feedback rise. Staff have also been able to collaborate effectively with neighbouring schools and positive survey data shows an increase in implementing practices through walk-through data. Designated TPL and collaboration time for staff, as well as clear processes for communicating these expectations for students led to successful implementation. Moving into next year, the formal review and update of our school-based policy document will commence.

3. Evidence of impact

Staff collectively reviewed practices and updated processes to reflect student need and clearly communicated expectations and procedures with students. Student engagement deepened through our involvement with the CLP and has seen a positive impact on student centered dialogue. Additionally, staff have collaborated with neighbouring schools and deepened relationships with colleagues through the CLP and QTR. Parent engagement heightened through the engagement of the CEO role, communication through the newsletter, online/virtual classroom lessons (over 70%

family engagement) and our community Facebook page with most 'posts' reaching double our parent population. Our school mean for the TTFM data regarding 'two-way communication with parents' exceed the Government norm and was 8.6.

4. Implications

Staff will continue to engage with the CLP cluster of schools and our own QTR. Staff will collectively continue to review the formal wellbeing, school-based procedures to be updated and reflect current processes. Money will be allocated to maintain the CEO role and keep Facebook as a positive news/sharing platform.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 67.06%	<p>After reviewing the practices and processes that were in-place for attendance procedures, the staff collectively recognised that our processes needed to identify at risk students and to proactively support increased student attendance to prevent further decline. At the same time, parents and carers needed the knowledge around the attendance policy and how educationally at risk their children were as a result of habitual absences. As a result of this, we designed a process that would see us in a 5 week data cycle that would immediately notify students and their parents when the data began to drop below 90%.</p> <p>Although total annual average is 64.62%, FOR Semester 2 it is 83.9% which is above DoE state, network and SSSG schools.</p>
Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) increases to meet baseline system-negotiated target of 85.7% of students reporting expectations for success, advocacy and sense of belonging at school.	Tallong Public School achieved a higher than anticipated system-negotiated target and reached 90.91% for 2021.
School self-evaluation against the School Excellence Framework in the domain of Wellbeing and Learning Culture identifies some elements of Sustaining and Growing are met.	As part of our annual self-reflection using the School Excellence Framework, staff have now identified that we have made a positive progression from all elements for the domains of Wellbeing and Learning Culture moving from delivering to some elements now being increased to Sustaining and Growing.
School self-evaluation against the School Excellence Framework in the domain of Management Practices and Processes identifies some elements of Sustaining and Growing are met.	In 2021, the domain of Management Practices and processes has seen good improvement and responsive to community needs. Most elements are now meeting sustaining and growing and we are looking towards moving some of these elements into the excelling range.
CLP strategies are introduced into classrooms through our coach.	As part of the Schools Plus grant with Moss Vale Public School and Wingello Public School, Tallong Public School identified a new key permanent member of staff to begin to fulfill the role of coach/mentor, to lead this project and ensure that quality practices were implemented within our context.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tallong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of 2 SLSO's to assist students with additional learning and support needs <p>The allocation of this funding has resulted in: 1:1 support for students in the classroom and on the playground. Classroom support ensures students are supported to reach their individual learning goals and engage with the curriculum. Organised playground games aids students with social skills and helps to develop their social/emotional wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers, parents, students and the student learning support officers all agree that both in class and playground support is the best use of funds to cater for the individual needs of the students. Continued 1:1 support targeted towards goals identified in student Individual Learning Plans will be continued to ensure students are supported in accessing the curriculum. The Learning Support Team will regularly review Integration Funding Support and adjustments to ensure that funds are accurately allocated to support the specific needs of supported students.</p>
<p>Socio-economic background</p> <p>\$40,394.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tallong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A collaborative, planned and consistent approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Reviewed current wellbeing processes in order to develop stronger processes and practices. • staff release to increase community engagement <p>The allocation of this funding has resulted in: A consistent and collaborative approach to student wellbeing practices and processes have been established which has led to consistency in communication of expectations for all students. Additional funding of the LaST position has enabled extra support for students, both in-class and through withdrawal groups. The impact of this has been reflected through positive, upwardly trending data, through both internal and external measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the use of this funding in the same manner to enable additional support through teacher allocation for identified students and data conversations. Funds will also support the purchase and facilitation of The Resilience Project well-being program and the Rock and Water personal development program.</p>

<p>Aboriginal background</p> <p>\$1,599.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tallong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • This allocation was added to other resources to enable the employment of additional staffing for in-class support. <p>The allocation of this funding has resulted in: 1:1 support for students in the classroom. Classroom support ensures students are supported to reach their personalised learning pathway goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Release from face to face time to allow classroom teachers to develop student Personalised Learning and Support Plan (PLSP) in conjunction with all stakeholders (student, parents/carers and external agencies). Additional staffing will be provided to support Aboriginal students attaining their Personalised Learning and Support Plan goals, and to support an increase in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Literacy and Numeracy. Professional Learning for Principal and all teaching staff to meet the specific needs of all Aboriginal students. will be facilitated. Aboriginal Elder -Aunty Wendy Lotter, will be engaged to deliver an Aboriginal education program to support cultural awareness and Aboriginal perspectives.</p>
<p>English language proficiency</p> <p>\$2,672.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tallong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: 1:1 support for students in the classroom. Classroom support ensures students continue to develop their English language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continue to be supported through planned, individualised goals to ensure they are progressing through the EAL/D learning progressions. Provision of EAL/D Progression levelling PL to staff and additional teacher release from face to face time to develop Individual Educational Plans for all EAL/D students, will be facilitated.</p>
<p>Low level adjustment for disability</p> <p>\$31,895.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Tallong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Low level adjustment for disability</p> <p>\$31,895.40</p>	<ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: In-class support for identified students. Classroom support ensures students are supported to engage with the curriculum and achieve syllabus outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds are combined with the learning support model to provide additional teacher support for both in-class individualised support as well as withdrawal groups, to meet the needs of students across a range of abilities. A school learning and support officer will be used to support personalised learning and support in classrooms.</p>
<p>Location</p> <p>\$8,078.35</p>	<p>The location funding allocation is provided to Tallong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Strengthening engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The Community Engagement Officer was employed for 3 hours p/week. <p>The allocation of this funding has resulted in: There has been a very positive reaction and interaction with our new Facebook page, from the community. The Community Engagement Officer (CEO) role has been a great asset for communication and liaising with the wider community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Now that we have determined the general role of the Community Engagement Officer within our school context, our next steps will be to write our schools CEO roles and responsibilities, so that in future, if the role needs to be filled with a new staff/ community member, there will be clear guidelines and expectations for fulfilment of this role.</p>
<p>QTSS release</p> <p>\$12,108.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tallong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Team teaching and instructional leadership model.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will continue to aid additional staffing for high impact programs and in-class support.</p>

<p>COVID ILSP</p> <p>\$44,248.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Small group tuition with positive data trends supporting impact.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the implementation of explicit literacy and numeracy small group tuition using data sources to identify specific student need. Provision of additional in-class support for some students to continue to meet their personal learning goals. Release of CILSP teacher to engage in CILSP professional learning and to co-ordinate and administrate the CILSP program.</p>
<p>Literacy and numeracy</p> <p>\$7,534.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tallong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Data and assessment practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Funds supported the purchase of assessments required throughout the school and supported literacy and numeracy professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will utilise funding to support student growth and attainment in literacy and numeracy, with additional staff to support lesson delivery through the instructional leadership model and individualised support for students both in-class and through withdrawal. Funds will also be utilised to purchase specific resources as required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	44	44	42	34
Girls	23	20	20	24

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	89.5	92.4	94.8
1	90.9	92.3	91.3	90.2
2	92.1	90.5	93.5	88.6
3	90.2	90.6	92	93.8
4	92.8	68.1	93.4	91.2
5	92.6	92.6	91.7	88.6
6	94.1	89.6	93.6	85.7
All Years	92.7	89.4	92.8	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	156,933
Revenue	917,702
Appropriation	883,934
Sale of Goods and Services	1,654
Grants and contributions	32,018
Investment income	96
Expenses	-892,667
Employee related	-778,748
Operating expenses	-113,919
Surplus / deficit for the year	25,036
Closing Balance	181,969

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.

	2021 SBAR Adjustments (\$)
Targeted Total	29,899
Equity Total	76,563
Equity - Aboriginal	1,599
Equity - Socio-economic	40,395
Equity - Language	2,673
Equity - Disability	31,896
Base Total	687,676
Base - Per Capita	15,284
Base - Location	8,078
Base - Other	664,313
Other Total	30,617
Grand Total	824,754

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.

Parent/caregiver, student, teacher satisfaction

This year our school sought feedback through the NSW DoE Tell Them from Me surveys. The Parent/Carer, Student and Staff surveys were administered.

An analysis of survey results from the 'Partners in Learning' **Parent Survey** include:

- Parents feel welcome - School Mean **8.6** / NSW Govt Norm 7.4
- Parents are informed - School Mean **7.9** / NSW Govt Norm 6.6
- School supports learning - School Mean **8.2** / NSW Govt Norm 7.3
- School supports positive behaviour - School Mean **8.3** / NSW Govt Norm 7.7
- Safety at school - School Mean **8.4** / NSW Govt Norm 7.4
- Inclusive school - School Mean **8.2** / NSW Govt Norm 6.7
- Parents support learning at home - School Mean **7.4** / NSW Govt Norm 6.3

Note: 80% of parents surveyed indicated their child spent less than 25mins per day on homework activities.

It is pleasing to note that all TPS parent/carer results were above the NSW Govt Norm. Also, when asked to reflect on 'school facilities', 95% of parent/carer respondents reported that the physical environment of our school is welcoming, with 89% reporting that they felt TPS is well maintained.

An analysis of survey results from the 'School Outcomes and Climate' **Student Survey** include:

- Students with a positive sense of belonging - School Mean **73%** / NSW Govt Norm 81%
- Students with positive behaviour at school - School Mean **100%** / NSW Govt Norm 83%
- Explicit teaching practices and feedback - School Mean **8.0** / NSW Govt Norm 7.5
- Students who are victims of bullying - School Mean **12%** / NSW Govt Norm **36%**
- Positive learning climate - School Mean **7.9** / NSW Govt Norm 7.2
- Expectations for success - School Mean **9.3** / NSW Govt Norm 8.7
- Students with a positive growth orientation - School Mean **85%** / NSW Govt Norm 79%

It is pleasing to report that most TPS student results were above the NSW Govt Norm. 96% of students surveyed indicated they know where to seek help if bullied, 88% indicated they are proud of their school

An analysis of survey results from the 'Focus on Learning' **Teacher Survey** include:

'Eight Drivers of Student Learning'

- Leadership - School Mean **8.7** / NSW Govt Norm 7.1
- Collaboration - School Mean **7.8** / NSW Govt Norm 7.8
- Learning Culture - School Mean **8.5** / NSW Govt Norm 8
- Data Informs Practice - School Mean **8.5** / NSW Govt Norm 7.8
- Teaching Strategies - School Mean **8.4** / NSW Govt Norm 7.9
- Technology - School Mean **7.8** / NSW Govt Norm 6.7
- Inclusive School - School Mean **9** / NSW Govt Norm 8.2
- Parent involvement - School Mean **85%** / NSW Govt Norm 79%

'Four Dimensions of Classroom and School Practices'

- Challenging and Visible Goals - School Mean **8.4** / NSW Govt Norm 7.5
- Planned Learning Opportunities - School Mean **8.3** / NSW Govt Norm 7.6
- Quality Feedback - School Mean **8** / NSW Govt Norm 7.3
- Overcoming Obstacles to Learning - School Mean **8.5** / NSW Govt Norm 7.7

'Research on classroom and school effectiveness has consistently shown that the eight drivers of student learning' included in the teacher survey are 'strong correlates of student achievement' (TTFM Teacher Survey Report, 2021). It is pleasing to report that at TPS all 'Eight Drivers of Student Learning' scores were above the NSW Govt Norm.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.