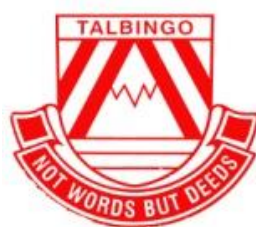


2021 Annual Report

Talbingo Public School



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Introduction

The Annual Report for 2021 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 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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Message from the principal

Talbingo Public School strives to ensure that all students regardless of ability have the opportunity to reach their personal best. The school aims to provide dynamic learning programs that focus on the individual to maximise student outcomes, and provides relevant up-to-date courses with an emphasis on literacy and numeracy.

2021 continued to be a challenging year for everyone due to COVID-19 restrictions, despite this Talbingo Public School community continued to work as one, to make learning an enjoyable experience. The students have demonstrated, through their achievements and attitudes the joy of being a part of a learning community where success and challenges are embraced.

I would like to take the opportunity to acknowledge the key stakeholders in our school community for making Talbingo Public School the wonderful learning space that it is. To the students for taking on new challenges and embracing the opportunities provided to them, representing our school with pride in a positive manner and for becoming respectful, responsible and resilient members of our community. To the parents for the fantastic support that you give all school activities and the ongoing support of student learning. Lastly to the staff who have the students as their first priority and at the forefront of their thoughts at all times.

Some of the highlights for the students in 2021 were hosting the ALPSS community of schools wellbeing camp, inter-school visits with Adaminaby PS, STEAM technology program and a student led fundraising bike-a-thon.

It has been a different year but a good one and I am looking forward to 2022.



Bike-a-thon pit stop

School vision

Talbingo Public School will endeavour to create a kind, happy and exciting learning environment that grows independent, thoughtful, resilient and self-confident learners. Our goal is to prepare students for 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 a small number of families with a total of 11 students enrolled for 2021. There is a feeling of inclusiveness as we build relationships with the cultures of our families.

Our 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 focused on student centred learning and implementing programs catering for the individuals needs and whole child development. Our school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, our school is the hub of the township where the community values and supports student learning.

Our 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 our Community of Schools (ALPSS).

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.



Hands On Learning

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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy outcomes of every student through a consistent, whole school approach, addressing the individual needs of all students. Student feedback elicited by teachers will inform teaching which in turn will grow student understanding of how to improve own learning.

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.

- Effective Classroom Management
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$11,212.00
Low level adjustment for disability: \$12,925.00
English language proficiency: \$4,009.00
Early Action for Success (EAFs): \$14,800.00
Teaching Principals Relief: \$9,937.86
Literacy and numeracy: \$1,365.00

Summary of progress

Effective Classroom Management

Building teacher capacity around explicit teaching using "What Works Best" during semester one has allowed teachers to work with students to build that common language needed to track students individual learning across Literacy and Numeracy. We were able to develop, implement and review a program based on individual learning needs of all students with teachers using both formative and summative assessment data to identify the individual learning needs of students using Words Their Way and Essential Assessment Numeracy. Regular staff meetings and team teaching enabled high quality discussion and observation to occur. Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.

Teachers discussed the ease with which they were able to organise individual or flexible learning groups, and how the students had a greater understanding of their own learning needs through student conferencing. The Teaching and Learning programs are dynamic and show evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement.

Triangulation of student data PM benchmarking, PAT reading and numeracy, NAPLAN and Check-in assessment shows all students making good growth in both Literacy and Numeracy reflecting the efficiency gained by allocating needs based funding towards team-teaching, mentoring and conferencing around data.

In 2022, in this strategic direction, we will continue to build our explicit teaching techniques by introducing "What Works Best" training in feedback to develop teachers ability to provide explicit, specific and timely formative feedback relating to success criteria because we believe our students need to build a greater understanding "of their learning, for their learning" as professed by John Hattie.

Data Driven Practices

In 2021 we spent time building a common language of understanding around student learning that is ongoing and expected to grow over the years before it is embedded into our school culture. Students have been exposed to an interactive data wall that shows where learning is now, where we were and where we need to go. Regular staff meetings have occurred throughout the year where discussions have taken place around student progress. Students have been involved in discussing their progress with their teachers and are beginning to understand individual learning needs.

Team teaching was the enabler and driver of this initiative allowing our teachers time to observe, reflect, discuss and conference with each other and the students.

It was disappointing that much of the progress in this area was lost during home schooling and difficult to resume in term 4.

As a school we had hoped that opportunities would be made for students to receive feedback on their learning enabling them to take greater responsibility of their individual learning needs. Allocating needs based funding has provided the necessary time teachers need to assess and evaluate students needs however in 2022 these funds will need to ensure conferencing time can be programmed into our daily timetable for all students as well.

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.

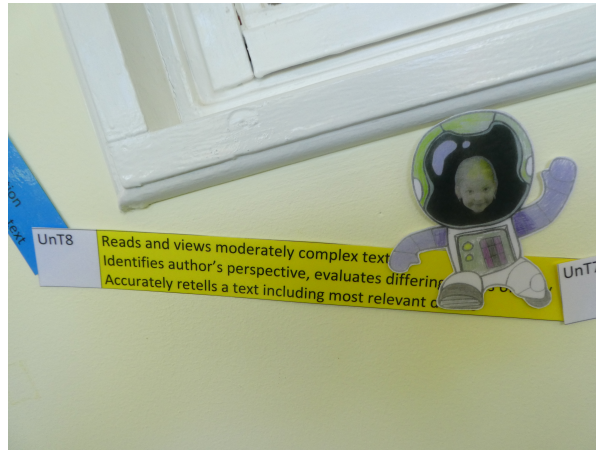
Annual progress measure	Progress towards achievement
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <ul style="list-style-type: none"> Teaching & Learning Programs - Sustaining & Growing to Excelling Assessment - From Delivering to Excelling <p>Teaching</p> <ul style="list-style-type: none"> Effective Classroom Practice - Delivering to Excelling <p>Leading</p> <ul style="list-style-type: none"> High Expectations Culture - From Delivering to Excelling 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering moving towards sustaining and growing in the element of effective classroom practice.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing moving towards excellence in the element of Assessment.</p>
<p>Reading</p> <p>PM Benchmarking</p> <p>Each student will continue to reach expected growth by individual assessment in PM reading benchmarking as set out in the assessment schedule each term.</p> <p>PAT Reading</p> <p>Each student will continue to reach expected growth by individual assessment in their PAT Reading Assessment as set out in the ALPSS assessment schedule.</p> <p>Numeracy</p> <p>Essential Assessment</p> <p>Each student will continue to reach expected growth by individual assessment in Numeracy Essential Assessment Pre, Mid & Post tests.</p> <p>PAT Maths</p> <p>Students will continue to reach expected growth by individual assessment in PAT Maths Assessments completed as set out in the ALPSS assessment schedule.</p>	<p>85% of students have achieved independence according to the PM reading benchmarking assessment.</p> <p>Review of student progress against PAT reading indicates 71% of students have achieved or exceeded expected growth.</p> <p>Review of Numeracy Data collected through Essential Assessment and PAT maths indicates growth from 85% of students.</p>
<p>The percentage of students achieving expected growth in NAPLAN Reading will be trending above the lower bound target of 60%</p>	<p>Due to the small size of the cohort, actual percentages in reading and numeracy cannot be reported. Individual student progress is reported directly to parents and carers throughout the year</p>

The percentage of students achieving expected growth in NAPLAN Numeracy will be trending above the lower bound target of 60%

(This is a network target)

Improvement in the percentage of students in the Gundagai Principals' network small cohorts' group achieving in the top two bands in NAPLAN to be trending upwards, above the baseline towards the system-negotiated target.

Talbingo PS supported the Gundagai Principals' network target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.



Introduction of interactive data wall.

Strategic Direction 2: Wellbeing and engagement to improve learning.

Purpose

Leadership will support a culture where there is a school-wide, evidence based, collective responsibility for student learning and success, which is shared by students and parents across our community of schools (ALPSS).

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.

- Engagement
- Well Being

Resources allocated to this strategic direction

School & Community - ALPSS: \$12,000.00

Location: \$7,168.00

6300 School & Community - ALPSS: \$7,779.50

Per capita: \$2,219.00

Summary of progress

Our ALPSS network supports practices that foster students' sense of belonging, values student voice and promotes engagement in learning. We work to provide many opportunities for the students to experience peer related activities and conversations, building self esteem and social etiquette. Activities such as excursions, ALPSS learning days, school camps etc. 2021 for the second year in a row made this difficult with many combined activities needing to be cancelled. Talbingo Safety and Wellbeing camp went ahead in term one and many presentors commented on how happy the students were to be together again. The end of year surveys completed by students and parents show that the extra curricula activities are valued learning experiences and our attendance data reflects this. We will continue to offer extra curricula activities as the opportunity arises throughout 2022, working to improve attendance and learning outcomes through positive wellbeing.

The ALPSS Steam in Practice program, funded by per capita, location and combined school & community funds proved to be a 2021 highlight. Student self evaluations of this program displayed huge enjoyment working with the technology used as well as a strong degree of confidence coding and controlling the robotics. Teachers reported relief at not having to be the experts and felt a growing confidence with intergrating the technology. Now that students have an understanding of the technology and how to use it, teachers will explore ways that the technology can be included into future teaching learning programs. A scope and sequence will need to be developed in 2022 highlighting where the technologies can be integrated into existing teaching and learning programs will provide continuity and utilisation of resources purchased.

Discussion amongst the ALPSS school Principals and Teachers feel the value of this professional learning should continue in 2022 to further develop teachers knowledge and skills to improve the outcomes of student learning and engagement.

Supporting staff wellbeing through difficult and uncertain times has been challenging. With the support of headspace attending staff meetings and working with staff to understand their own wellbeing needs staff completed individual wellbeing plans. This self knowledge evolved into a whole school approach to wellbeing with both staff and students checking in with each other regularly as well as being able to express feelings and build a useful bank of strategies. Guy Claxton's Building Learning Power paralleled this learning with a common language around resilience and reciprocity. A classroom management program in class dojos built around his skills has helped the students to understand and practice on a daily basis. Updating of the school attendance policy was also completed to ensure all departmental requirements were understood by the school community.

We will continue to build measures that ensure both student and staff wellbeing including completing the Guy Claxton's building Learning Power program in 2022 and strengthening our ALPSS community of schools because we are building a strategic and planned approach to develop a whole school wellbeing process that supports the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

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
<p>100% of students are increasing their attendance towards 90% or above.</p> <p>Suspension rate is 0%.</p> <p>90% of students are engaged in extra curricula community engagement opportunities.</p>	<p>100% of students would have achieved above 90% attendance for 2021, except a family of two travelled in Australia for 10 weeks bringing thier attendance rates down.</p> <p>Nil suspensions for 2021.</p> <p>100% of students engaged in the extra curricula community opportunities.</p>
<p>Staff are familiar and engaged in the departments wellbeing policy.</p>	<p>Staff developed individual wellbeing plans and engagement with the wellbeing policy is ongoing.</p>



Cars feelings check in for staff and students

Strategic Direction 3: Learning and Development

Purpose

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers and to 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.

- Effective evidence-based teaching
- Expertise and Innovation

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$22,424.00
Teaching Principals Relief: \$22,423.52
School support allocation (principal support): \$13,620.00
QTSS release: \$1,458.00
Professional learning: \$5,375.00

Summary of progress

Teaching staff at Talbingo completed professional learning in the areas of What Works Best - Explicit Teaching, SafeMinds in Practice, Aboriginal Histories and culture, STEAM in Practice and for home schooling microsoft teams and the Literacy and Numeracy Hub. SASS staff undertook training in Staff and Finance, Online Enrolments, Equipment & Stocktake and SAP reports. The staff also mentored a local person completing her teaching degree in office procedures and teaching with the hope of employing her in the future. Unfortunately she has since left the area, but did find employment in another school as a SAO.

Due to restrictions on meeting with other schools our ALPSS network days were limited with only two Principal professional learning days and one SASS day. The SASS day was led by myself and covered areas of time management, PDP's and a 'what works for me' sharing session. Feedback on this day was positive and staff across the schools are hoping for more into the future. The ALPSS network also provides valuable collaboration between staff around data collections and teaching, along with peer wellbeing support that would not otherwise be available to our staff because of their isolation.

Whilst little progress is evident this year in professional learning through our ALPSS network all schools are hoping to continue these days next year as they are a valuable source of professional learning leading to student and teacher growth.

Unfortunately circumstances also limited the introduction of targeted individual student interest groups between our ALPSS network of schools this year. Talbingo was the only school to contribute by setting up a zoom Classics Book Club for primary students. This had overwhelming success and will continue in 2022. Rosewood PS will offer a Breakout Room group early next year thus providing choice for our students.

However throughout 2021 Talbingo school staff established explicit systems for collaboration through staff meetings and microsoft teams meetings achieving targeted 'at point of need' learning being firmly embedded in the teaching program. Teachers regularly reflect on their teaching and the progress of their students adjusting the teaching program as needed. Timetabling of lessons reflects the need for both individual and small group learning. Both formative and summative data is continually being collected and analysed. This data is used to inform 'where to next' teaching as well as being discussed with the students in informal conferences around learning goals.

In 2022, using equity and needs based funding we will continue to build learning and development at Talbingo school by timetabling student conference times allowing for quality feedback opportunities with teachers to discuss their individual learning and grow student responsibility. We will also allocate funding to ensure the collaborative building of teacher capacity across our ALPSS community of schools.

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
<p>SEF element 'Learning & Development maintains sustaining & growing.</p> <p>SEF element 'Literacy & Numeracy focus' moves to sustaining & growing.</p> <p>SEF element ' Data Skills and Use' reaches sustaining and growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Learning & Development, Literacy & Numeracy and Data Skills and Use.</p>
<p>100% of students are achieving personalized targets in internal literacy and numeracy assessments.</p>	<p>71% of students are achieving growth towards meeting internal literacy and numeracy assessments.</p>



Year Six Graduates

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,212.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Talbingo 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"> • Effective Classroom Management <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement explicit teaching strategies across all KLAs whilst also supporting identified students with additional needs • professional development of staff through What Works Best to support student learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * explicit teaching strategies implemented into teaching programs across all classroom activities. * the school achieved a consistent approach to student learning support and interventions growing student outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to develop, implement and review feedback teaching techniques relating to success criteria. * engagement of additional teaching staff to continue growth in student outcomes.
<p>English language proficiency</p> <p>\$4,009.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Talbingo 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"> • Effective Classroom Management <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. <p>The allocation of this funding has resulted in:</p> <p>Student progress showing high growth on the EAL/D learning progressions, with 100% of students achieving above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps to support our students with this funding will be to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$12,925.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Talbingo 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> <ul style="list-style-type: none"> • Effective Classroom Management <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$12,925.00</p>	<ul style="list-style-type: none"> • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in: The school achieved a consistent data based approach to student learning support and interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to support identified students through the employment of trained SLSO staff.</p>
<p>Location</p> <p>\$7,168.00</p>	<p>The location funding allocation is provided to Talbingo 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"> • Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • incursion expenses <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased opportunities for socialisation promoting a strong sense of belonging. * high percentage of students attending school and extra-curricula activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to offer extra curricula activities working to improve attendance and learning outcomes through positive wellbeing
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Talbingo 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"> • Effective Classroom Management <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: high quality resources and texts</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022</p>
<p>Early Action for Success (EAfS)</p> <p>\$37,224.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Talbingo Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Effective Classroom Management

<p>Early Action for Success (EAfS)</p> <p>\$37,224.00</p>	<ul style="list-style-type: none"> • Effective evidence-based teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead analysis of student performance data • release principal to build capacity of teachers to explicitly teach, assess and implement quality literacy learning opportunities for all students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved engagement in learning through explicit, flexible & differentiated teaching programs. * growth in Literacy and Numeracy outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>this funding finishes this year however we will look to use our flexible funding to further develop our mentoring into the numeracy curriculum.</p>
<p>QTSS release</p> <p>\$1,458.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Talbingo 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"> • Effective evidence-based teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <p>all teachers reported lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>professional learning in 'What works best' feedback.</p>
<p>COVID ILSP</p> <p>\$5,606.00</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"> • providing targeted, explicit instruction for student groups in literacy sight words <p>The allocation of this funding has resulted in:</p> <p>the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	5	4	3
Girls	2	2	5	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	73.9	93.6	94.1	87.7
1	71.1	94.8	90.2	91.3
2	92.6	92.7	93.6	
3	98.5	97.9	97	91.1
4		94.8	96.5	80.8
5	89.5		95.3	94.9
6	82.7	93.8		74.7
All Years	83	94.5	94.7	84.6
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	
3	93.6	93	92.1	92.7
4		92.9	92	92.5
5	93.2		92	92.1
6	92.5	92.1		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)	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 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	142,563
Revenue	534,865
Appropriation	514,162
Sale of Goods and Services	757
Grants and contributions	19,427
Investment income	119
Other revenue	400
Expenses	-552,836
Employee related	-457,922
Operating expenses	-94,914
Surplus / deficit for the year	-17,972
Closing Balance	124,591

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	0
Equity Total	28,145
Equity - Aboriginal	0
Equity - Socio-economic	11,212
Equity - Language	4,009
Equity - Disability	12,924
Base Total	314,824
Base - Per Capita	2,219
Base - Location	7,168
Base - Other	305,438
Other Total	165,587
Grand Total	508,556

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.

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Talbingo Public School seeks the opinions of parents, students and teachers about the school, both informally and through an end of year survey.

Students responded with positive comments around engagement, expectations, environment and good student-teacher relations but were looking forward to more extra-curricula activities (like excursions) in 2022.

100% of parents responding to the survey and informal conversations expressed their continued satisfaction with the quality of education and wonderful opportunities being offered. That the transfer to home learning was well supported, streamlined and they were appreciative of teachers constant availability online for the students.

Staff all responded with positive comments indicating this school as having a positive, happy and collegial environment and that they felt valued as a team member.



Community Reading program

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.