

# 2022 Annual Report

## Tallong Public School



3154

# Introduction

The Annual Report for 2022 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.

## School contact details

---

Tallong Public School

Bumballa St

TALLONG, 2579

<https://tallong-p.schools.nsw.gov.au>

[tallong-p.school@det.nsw.edu.au](mailto:tallong-p.school@det.nsw.edu.au)

4841 0292

## 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 a rich history and a current population of approximately 800 residents. The school's Family Occupation and Education Index (FOEI) sits at 109 in 2023. We have a current enrolment of 54 students, with 7% 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 a differentiated curriculum, student wellbeing initiatives, performing and creative arts programs, a wide range of sporting opportunities 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 it's 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

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

### Resources allocated to this strategic direction

---

**Low level adjustment for disability:** \$32,878.00

**English language proficiency:** \$2,400.00

**Socio-economic background:** \$20,974.00

**Literacy and numeracy:** \$7,534.67

**Per capita:** \$14,655.44

**Aboriginal background:** \$1,330.00

**Professional learning:** \$7,780.00

**Integration funding support:** \$16,000.00

**QTSS release:** \$9,458.00

**Location:** \$7,976.00

### Summary of progress

---

Throughout 2022 High Impact Professional Learning (HIPL) was implemented with a focus on evidence based K-3 literacy pedagogy, K-6 numeracy (measurement focus), and implementation of the new NSW K-2 English and Mathematics syllabus. All teaching staff and the Principal were included in the research based professional learning which occurred during regular meeting times. Additional time was allocated to facilitate K-6 teacher collaboration which included the analysis of assessment data and planning opportunities. Teaching staff continued to engage in professional learning in the Challenging Learning Project across Semester 1. Quality Teaching Rounds (QTR) were originally planned for 2022, though this was not continued due to time and staffing constraints.

An Assessment and Reporting procedure was developed to ensure formative and summative assessments were being utilised at timed intervals throughout the year. Through the use of Impromation software, PLAN 2 and local student performance data tracking and storage, effective collation and monitoring of student data was achieved.

Data conversations were facilitated in teacher collaboration sessions which led to collective analysis, monitoring and reflection of student planning, which was subsequently used to plan point of need student learning.

The activities implemented under this strategic direction were very successful, largely due to the well planned, systematic roll out of research based programs and pedagogy including InitialLit and MacqLit, with K-6 staff involvement and ongoing commitment to high quality teaching practice throughout the year. Additional staffing further enabled teacher implementation of personalised, differentiated learning for students. Teachers engaged in professional learning in Literacy and Numeracy and this was enabled through the employment of additional staff to provide release from face to face. Staffing availability constraints impacted the time available for Instructional Leadership.

The impact of teacher professional learning and refinement of systems has resulted in consistently aligned pedagogy to the K-2 Syllabus and 'Science of Reading' practices as evidenced by staff teaching and learning programs, lesson observations and collegial discussion. Improvement in student literacy data K-6 is evidenced through MacqLit data, InitialLit data, NAPLAN and internal data sources. Improved student engagement in learning and the facilitation of a high expectations culture will contribute to growth in student Literacy and Numeracy development across all grades, resulting in improved student performance.

## Next steps:

### Data and Assessment Practices

- Student assessment data will continue to be used at regular, planned intervals to identify student achievements and progress. The use of the Essential Assessment software will support formative and summative assessment practices, and whole school tracking and monitoring of student learning.
- The Teaching Principal and newly appointed Assistant Principal Curriculum and Instruction (APCI) will lead teachers in data analysis and the use of data to determine teaching directions and student learning goals.

### Focusing on Literacy and Numeracy Instruction

- Teachers will continue to engage in professional learning in the new K-2 English and Mathematics syllabus and draft 3-6 syllabus. The K-2 English and Mathematics syllabus, supported by DoE teaching units, will be implemented.
- Teachers will engage in high impact professional learning with a focus on researched based teaching strategies in Numeracy.
- The APCI will support classroom teachers in the development of evidenced based programs and lessons, and explicit teaching practices through shoulder to shoulder classroom support in Numeracy.

## 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
Achieve a 5.7% uplift from the baseline data for the percentage of students in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).	2022 NAPLAN data indicates 6.67% of students are in the top two skill bands for <b>Numeracy</b> indicating the school did not achieve the system negotiated target.
Achieve a 9% uplift from the baseline data for the percentage of students in the top two bands in NAPLAN reading. (Lower bound system-negotiated target).	2022 NAPLAN data indicates 35.29% of students are in the top two skill bands for <b>Reading</b> indicating <b>the school exceeded</b> the upper bound system negotiated target.
Value added data is trending towards Sustaining and Growing for K-5, with no elements deemed 'Delivering'. Sustaining and Growing is maintained for 5-7.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the cancellation of NAPLAN in 2020.
The School Excellence Framework Self-assessment Survey in the domain of Data Skills and Use and Effective Classroom Practice identifies all elements of Sustaining and Growing are met.	The School Excellence Framework Self-assessment Survey in the element of Data Skills and Use and Effective Classroom Practice identifies all descriptors of Sustaining and Growing are met. We will continue to improve practices leading to the achievement of all descriptors within Excelling.
Year 3,4,5 and 6 (if available) check-in data is displaying student attainment at SSSG.	Term 3 & 4 Check-in <b>Numeracy</b> assessment data indicated:  Year 3 were 0.6% below the SSSG.  Year 4 were 4.1% below the SSSG.  Year 5 were 6.8% below the SSSG.  Year 6 were 2.6% below the SSSG.  Term 3 & 4 Check-in <b>Reading</b> assessment data indicated:

<p>Year 3,4,5 and 6 (if available) check-in data is displaying student attainment at SSSG.</p>	<p>Year 3 were 0.7% below the SSSG.</p> <p>Year 4 were 7.3% below the SSSG.</p> <p>Year 5 were 6.5% below the SSSG.</p> <p>Year 6 were 8.2% below the SSSG.</p>
<p>At least 63% of students reaching at or above expected growth in reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the cancellation of NAPLAN 2020.</p>
<p>At least 68% of students reaching at or above expected growth in numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the cancellation of NAPLAN in 2020.</p>

## 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

---

**QTSS release:** \$1,000.00

**Aboriginal background:** \$3,720.00

**Low level adjustment for disability:** \$0.00

**Integration funding support:** \$10,335.00

**Socio-economic background:** \$9,999.92

### Summary of progress

---

With a focus on a whole school approach to wellbeing, Positive Behaviour for Learning (PBL) systems and practises were evaluated and subsequent adjustments made to ensure a consistent approach to the management of behaviour and student wellbeing across K-6. Processes for collection, monitoring and evaluation of wellbeing data in conjunction with Learning and Support procedures were refined. Through the 'Challenge By Choice' project, a focus on re-engaging the parent community in their child's learning was initiated which included communication to parents around student learning goals, parent education segments in the school newsletter and the active inclusion of parents/carers at whole school events.

Staff engagement in professional learning communities across the Goulburn Network small schools was enabled throughout the year by facilitating the release of the leadership team and teachers to participate in professional learning and whole school planning.

Staffing availability and access to quality, ongoing professional learning, impacted our ability to bring all goals within the 'Challenge By Choice' project to fruition. Staff delivered 'Challenging Learning Project' (CLP) lessons in Dialogue and Feedback. Consistency in the momentum and delivery of the Challenging Learning Project and Challenge by Choice project has been impacted by staff turnover including new teachers to the school, change in school leadership and change in the CLP coaching model.

Ensuring consistent practices in monitoring and tracking student wellbeing has ensured a positive way forward in meeting student wellbeing and behavioural needs. Our staff's ability to track and monitor student wellbeing has resulted in a proactive, positive and consistent approach across the school which is meeting our students' wellbeing and behavioural needs. Formalised Learning Support Team procedures have led to collective responsibility for student wellbeing and learning and the actioning of further support for individual students as required.

### Next steps:

A collaborative, planned and consistent approach to wellbeing

- Teachers will continue to engage in professional learning in the new Inclusive, Engaging and Respectful (IER) Schools policy to support policy and procedural implementation. This will include development of the new school Behaviour Support Management Plan.
- Staff will evaluate and refine current Positive Behaviour for Learning (PBL) practices, ensuring consistent school wide application, and will further embed Tier 1 and Tier 2 systems.

Strengthening engagement

- Teachers will continue to implement practices to achieve goals identified within the Challenge by Choice project which focus on developing genuine parental engagement with the school, and support of student learning.
- The school will strengthen processes to improve whole school attendance patterns to increase the percentage of students attending school greater than 90% of the time.



- Staff will develop and implement strategies to improve student's sense of belonging and expectations for success.

## 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
Achieve an uplift of 7.5% of the number of students attending more than 90% (lower bound system-negotiated target).	The number of students attending greater than 90% of the time or more has decreased by 15.6%.
Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 90.2% of students reporting expectations for success, advocacy and sense of belonging at school.	The proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) has increased to slightly above the lower bound target, reaching 90.48%
School self-evaluation against the School Excellence Framework in the domain of Wellbeing and Learning Culture identifies all elements of Sustaining and Growing are met.	As part of our annual self-reflection using the School Excellence Framework (SEF), staff have self assessed at Sustaining and Growing in the Learning Culture and Wellbeing elements. Our school practices now sit within Sustaining and Growing for all themes within the Wellbeing element, which is an increase from Delivering as indicated in the 2021 SEF Self-assessment Survey.
School self-evaluation against the School Excellence Framework in the domain of Management Practices and Processes identifies all elements of Sustaining and Growing are met.	Staff have delivered CLP lessons in Dialogue and Feedback, although this is not consistent in every lesson or across the school due to changes in staffing. Consistency in the momentum and delivery of the program has been impacted by staff turnover including new teachers to the school, change in school leadership and decreased support for CLP coaches. Professional Learning delivered through the Challenging Learning Project has not adequately met staff needs at this point in time.
Staff are competently planning and programming lessons that incorporates the pedagogy and practices of the CLP.	Staff incorporate the Challenging Learning Project (CLP) elements of Dialogue and Feedback into class programming and pedagogy. Professional Learning in the Challenging Learning Project ceased at the end of Semester 2. The CLP resources and professional learning have been funded through the Challenge By Choice funding agreement with Fair Education. In conjunction with Moss Vale and Wingello Public School leadership and teaching teams, a decision to cease the implementation of further CLP training and modules has been made.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,335.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> <li>• A collaborative, planned and consistent approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staffing further enabled teacher implementation of personalised, differentiated learning for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This will continue in 2023.</p>
<p>Socio-economic background</p> <p>\$30,973.92</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> <li>• A collaborative, planned and consistent approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to drive and implement Literacy and Numeracy initiatives and interventions to support identified students with additional needs</li> <li>• professional development of staff through The Resilience Project and Challenging Learning Project to support student learning</li> <li>• employment of additional staff to support LaST program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of InitialLit in Years K-4 across 3 differentiated groupings which involved the LaST, and MacqLit in Years 5-6, resulted in point of need teaching and student growth in literacy areas including phonics, phonological awareness, fluency, spelling and comprehension. Small group intervention in Numeracy across Years 1-6 allowed for acquisition and consolidation of basic numeracy concepts including additive thinking, multiplicative thinking and place value.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of evidenced based Literacy and Numeracy classroom programs and new syllabus delivery.</p>
<p>Aboriginal background</p> <p>\$5,050.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> </ul>

<p>Aboriginal background</p> <p>\$5,050.00</p>	<ul style="list-style-type: none"> <li>• A collaborative, planned and consistent approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 4 Aboriginal students were supported in a small group by the SLSO to develop basic numeracy skills and reading and this intervention proved very successful. A high level of student engagement in the Aboriginal Cultural Education program was evident, as student knowledge and awareness of Aboriginal cultures and histories increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>*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).</li> <li>*Additional staffing to support Aboriginal students attaining their Personalised Learning and Support Plan goals.</li> <li>*Additional staffing to support an increase in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Literacy and Numeracy.</li> <li>*Professional Learning for Principal and all teaching staff to meet the specific needs of all Aboriginal students.</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> English Language Proficiency funding has supported the implementation of InitialLit in K-4 across 3 differentiated groupings, resulting in point of need teaching for EAL/D learners, resulting in student movement along the EAL/D progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* provision of EAL/D Progression levelling PL to staff</li> <li>* provision of additional teacher release from face to face time to develop Individual Educational Plans for all EAL/D students</li> <li>* support of all EAL/D students through additional staffing to implement co-teaching programs.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$32,878.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> </ul>

<p>Low level adjustment for disability</p> <p>\$32,878.00</p>	<ul style="list-style-type: none"> <li>• A collaborative, planned and consistent approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of a School Learning and Support Officer</li> <li>• targeted students are provided with an evidence-based intervention (MacqLit and InitialLit) to improve learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of InitialLit in K-4 across 3 differentiated groupings which involved the LaST and MacqLit in Years 5-6, resulted in point of need teaching and particular student growth in literacy areas including phonics, phonological awareness, fluency, spelling and comprehension. Small group intervention in Numeracy across Years 1-6 allowed for acquisition and consolidation of basic numeracy concepts including additive thinking, multiplicative thinking and place value.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* employment of LaST teacher.</li> <li>* school learning and support officer employed to support personalised learning and support in classrooms.</li> </ul>
<p>Location</p> <p>\$7,976.00</p>	<p>The location funding allocation is provided to Tallong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and assessment practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• To facilitate a model of Instructional Leadership and collaboration that supports a culture of high expectations and high quality classroom practise resulting in sustained and measureable whole school improvement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Instructional Leadership (IL), facilitated by 2 aspiring leaders and the Principal, allowed for in class support in Literacy, Numeracy and Challenging Learning with the focus being on supporting an early career teacher. All staff were involved in 2 collaborative practice days and data analysis in InitialLit through staff meetings, led by the Principal as the Instructional Leader. Time constraints and resourcing impacted the consistency and delivery of IL</p> <p><b>After evaluation, the next steps to support our students will be:</b> Location funding will support the continued delivery of activities within Strategic Direction 1 and 2.</p>
<p>Professional learning</p> <p>\$7,780.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tallong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• To professionally develop staff in the new NESA K-2 English and Mathematics syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Professional learning</p> <p>\$7,780.00</p>	<p>Teachers are ready to commence syllabus implementation in 2023; continued self directed PL and APCI led PL to continue in 2023; teachers supported by APCI to implement new curriculum through classroom programming and instruction in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* personalised and targeted professional learning to support the development of staff PDP goals.</li> <li>* targeted teacher professional learning to support the development of data analysis and explicit, evidenced based teaching practices in Literacy and Numeracy.</li> <li>* teacher professional learning in the new NSW English and Mathematics K-2 syllabus.</li> <li>* teacher professional learning in InitialLit K-2.</li> </ul>
<p>QTSS release</p> <p>\$10,458.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and assessment practices</li> <li>• A collaborative, planned and consistent approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Instructional Leadership (IL), facilitated by 2 aspiring leaders and the Principal, allowed for in class support in Literacy, Numeracy and Challenging Learning with the focus being on supporting an early career teacher. All staff were involved in 2 collaborative practice days and data analysis in InitialLit through staff meetings, led by the Principal as the Instructional Leader. Time constraints and resourcing impacted the consistency and delivery of IL</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Principal release and release of an aspiring leader to provide Instructional leadership in literacy and numeracy in all classrooms</li> <li>* staffing release to align professional learning to the SIP and develop the capacity of staff.</li> </ul>
<p>COVID ILSP</p> <p>\$35,878.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul>

<p>COVID ILSP</p> <p>\$35,878.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Staff developed the required knowledge and skills to explicitly teach reading, vocabulary, phonics, phonemic awareness and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  * to continue the implementation of explicit literacy and numeracy small group tuition using data sources to identify specific student need  * release of CILSP teacher to engage in CILSP professional learning  * release of CILSP teacher to co-ordinate and administrate the program  * providing additional in-class support for some students to continue to meet their personal learning goals.</p>
<p>Literacy and numeracy</p> <p>\$7,534.67</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focusing on literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of InitialLit in K-4 across 3 differentiated groupings which involved the LaST and MacqLit in Years 5-6, resulted in point of need teaching and particular student growth in literacy areas including phonics, phonological awareness, fluency, spelling and comprehension. Small group intervention in Numeracy across Years 1-6 allowed for acquisition and consolidation of basic numeracy concepts including additive thinking, multiplicative thinking and place value.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to the success of this intervention focus, the LaST will continue to support the implementation of InitialLit and MacqLit in 2023. The LaST will also support students in the lower to middle bands in Numeracy in Years 3 and 5, in Semester 1.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	44	42	34	32
Girls	20	20	24	24

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.5	92.4	94.8	92.0
1	92.3	91.3	90.2	91.7
2	90.5	93.5	88.6	85.5
3	90.6	92.0	93.8	87.7
4	68.1	93.4	91.2	97.6
5	92.6	91.7	88.6	89.9
6	89.6	93.6	85.7	92.1
All Years	89.4	92.8	90.2	90.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	160,945
<b>Revenue</b>	980,745
Appropriation	928,218
Sale of Goods and Services	332
Grants and contributions	51,116
Investment income	1,079
<b>Expenses</b>	-1,103,758
Employee related	-928,678
Operating expenses	-175,080
<b>Surplus / deficit for the year</b>	-123,013
<b>Closing Balance</b>	37,932

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	20,342
<b>Equity Total</b>	71,302
Equity - Aboriginal	5,050
Equity - Socio-economic	30,974
Equity - Language	2,400
Equity - Disability	32,878
<b>Base Total</b>	702,199
Base - Per Capita	14,655
Base - Location	7,976
Base - Other	679,568
<b>Other Total</b>	32,382
<b>Grand Total</b>	826,225

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022,, our school sought feedback through the **NSW DoE Tell Them from Me surveys**. TheThe 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 **7.9** / NSW Govt Norm 7.4
- Parents are informed - School Mean **6.4** / NSW Govt Norm 6.6
- School supports learning - School Mean **6.2** / NSW Govt Norm 7.3
- School supports positive behaviour - School Mean **7.3** / NSW Govt Norm 7.7
- Safety at school - School Mean **7.6** / NSW Govt Norm 7.4
- Inclusive school - School Mean **6.7** / NSW Govt Norm 6.7
- Parents support learning at home - School Mean **5.8** / NSW Govt Norm 6.3

Note: Only 15% of Tallong Public School parents/carers (29% of families) completed the Tell Them From Me Survey.

It is pleasing to note that the results showed scores above 9.0 in the areas of 'I can easily speak with the school principal' and 'The school's administration staff are helpful when I have a question or problem'.

The school will continue to focus on strategies to improve communication to parents/carers around student behaviour, social and emotional development and student progress in school subjects, as indicated in the survey results. Survey results confirm the already identified need to create genuine parental engagement with the school by informing parents/carers how the school supports learning and behaviour. 'Parents supporting learning at home' has also been identified as an area for future focus.

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

- Students with a positive sense of belonging - School Mean **71%** / NSW Govt Norm 81%
- Students with positive behaviour at school - School Mean **90%** / NSW Govt Norm 83%
- Explicit teaching practices and feedback - School Mean **7.3** / NSW Govt Norm 7.5
- Students who are victims of bullying - School Mean **24%** / NSW Govt Norm **36%**
- Advocacy at school - School mean **7.9**/ NSW Govt Norm 7.7
- Positive learning climate - School Mean **6.8** / NSW Govt Norm 7.2
- Expectations for success - School Mean **8.2** / NSW Govt Norm 8.7
- Students with a positive growth orientation - School Mean **81%** / NSW Govt Norm 79%

Of note, is the high percentage of students that reported positive behaviour at school, students knowing where to seek help if bullied and advocacy at school. Improving students positive sense of belonging and communicating expectations for student success have been identified as areas for further development in 2023 and beyond.

Tallong Public School teaching staff completed the 'Focus on Learning' **Teacher Survey** however the number of participants retrieved according to the set criteria was less than the minimum number required to protect the privacy of the participants. Therefore, results are not available for this survey.

# 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.