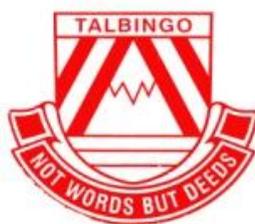


2022 Annual Report

Talbingo Public School



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Introduction

The Annual Report for 2022 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 is a small, isolated school located in the Snowy Mountains area. The school was established in 1965 along with the village of Talbingo as part of the snowy Mountains Hydro-electric Scheme.

The village is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park.

The school is also part of the Alpine Learning Partnerships Small Schools (ALPSS) network. A group of four small schools situated around the mountains: coming together for camps, excursions, staff professional learning and social support.

The school strives to ensure that all students regardless of ability have the opportunity to reach their personal best; providing dynamic learning programs that focus on the individual to maximize student outcomes. We provide relevant up-to-date learning with an emphasis on literacy, numeracy and STEAM.

Two Thousand and Twenty-Two has been a successful year for our small school. Talbingo students have achieved good results in the academic, sporting and creative areas of the curriculum.

Parents, Staff and community continue to work together, demonstrating commitment to improving the learning outcomes for all students, as well as ensuring our school grounds are maintained to the highest standards.



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 7 students enrolled for 2022. 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 centered 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.



Local Events: Snowy Tunnel Borer

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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: \$11,492.00

Low level adjustment for disability: \$13,655.00

English language proficiency: \$3,990.00

Literacy and numeracy: \$24,008.00

Teaching Principals Relief: \$11,492.05

Summary of progress

Student understanding of individual learning needs and where to next was the priority. Past Professional Learning around John Hattie's premise 'Feedback is one of the most powerful influences on student achievement' led to staff requesting further training in the What Works Best area of feedback. After undertaking this professional learning, it was decided to implement a common language that could be used by both teachers and students, this language has been introduced and practiced by the staff. In 2023 it will need to be further developed and embedded into the students everyday learning culture.

After professional learning, staff worked together to develop and implement effective feedback processes by establishing staff areas of expertise and employing the team-teaching approach allowing modelling and mentoring to take place. Collaborative staff discussions were conducted through face-to-face informal meetings when possible. These discussions were focused on student improvement data to inform the teaching and programming. Essential Assessment was used by the school and there was identified strength in using data and triangulation of other data sources (PAT). There was an identified gap in the recording and analysis of student data in PLAN2. The principal had attempted to engage staff with data entry and use however there was limited impact due to coordination of time and HR. External support from the Collaborative Support Unique Settings (CSUS) team engaged with the staff to strengthen data analysis and use of data.

There was an improvement in the explicit teaching in classrooms, measured through peer observations and feedback. Teachers linked this to content and concept focused teaching. Mathematics has been a priority focus aligning Essential Assessment to look at pre and post data, then reviewing with students to identify where to next. Growth data has identified improvement in particular with measurement and number. The availability of conferencing between students and staff in a formalised way proved challenging until in Term 4 when the school began trialing new teacher release strategies that would provide regular conferencing. Whilst there was minimal opportunity to conduct staff surveys, they were felt to be of no purpose due to the regular and ongoing collaborative discussion.

Target areas for literacy and numeracy identified a priority in vocabulary - whole school (K-6). The staff decided to split the area of training between staff to allow for coverage of various areas of need. One teacher focused on Additive Strategies, one on Understanding Text and one on Vocabulary. Additional time enabled staff to share knowledge, learnings, practices and strategies from each area. This has worked well across the year as it has provided specific expertise and allowed for team teaching and peer learning.

Collaborative practice with the ALPSS enabled updating to the Scope and Sequence for Assessment and identified area of focus driven by APCI (Humula) to focus on K-2 Curriculum and IT RAG specialist. All staff from Talbingo have been engaged with this focus. Impact has been limited due to coordination of delivery across numerous sites. Training for targeted areas of Assessment PL is to occur in 2023 with a formalised and agreed calendar and commitment for engagement is required by all schools.

In 2023 there will be a continued focus on explicit feedback aligned with teaching and observations being linked to staff

PDPs. Staffing resources will be the determining factor and some flexible arrangements in staffing and duty may be required. This strategy will be further trialled and implemented in 2023, and will involve working flexibly with increased teacher release.

Future action for 2023 includes:

- embedding the use of PLAN3 data to inform good teaching practice across literacy and numeracy.
- explicit feedback to be further developed and embedded into the students everyday learning culture.
- ALPSS formalised calendar of Professional learning.
- flexible staffing to allow student teacher conferencing for effective feedback and outcome growth.

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
The percentage of students achieving expected growth in NAPLAN Reading will be trending above the lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
The percentage of students achieving expected growth in NAPLAN Numeracy will be trending above the lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading.	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.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in numeracy.	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.



Kindergarten Number

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

Teaching Principals Relief: \$13,961.00

Summary of progress

By utilising IT staff from our school and our community of schools we were able to engage the students in a number of high-quality STEAM programs. Talbingo students and teachers participated in on-line spherio and indicar programs that taught students how to code and teachers how to implement IT into day-to-day programming. Our 5/6 students were challenged to design and create a SMART home which will be presented at a combined schools expo in Wagga in December. Enrichment groups across the ALPSS schools were implemented via Microsoft Teams and covered areas: classic book club, Minecraft, escape rooms, dance and lego robots. The school began its Remote Access journey by formulating our digital action plan by using the digital maturity planner after informally surveying staff and student abilities and needs.

Employing the use of outside IT experts to provide professional learning and teaching lessons ensured growth in technology outcomes for both teachers and students, it also provided for a growing bank of quality IT resources. In 2023, as the other ALPSS schools leave this program, we will develop new partners as our school staff and parents see the need to build on this knowledge through flexible planning and funding. Impact for the students around the enrichment groups has been limited due to the coordination of delivery across numerous sites, however all schools expressed the value in continuing to make these work and in 2023 we will begin with a formalised and agreed calendar and a promise of commitment by all schools to engage. In 2023 the principal will also be taking the role of Digital Classroom Officer undertaking and leading professional learning through the Rural Access Gap (RAG) program, developing the use of Microsoft Teams and Google classroom.

After the fires, COVID-19 and continual rain the playground environment had declined, and staff felt the need to introduce a sustainability program that would rebuild the playground whilst meeting student outcomes in the area of science and sustainability. Throughout the year the students were led through a series of lessons that taught the value of recycling, appreciating your environment, animals and life cycles, they designed gardens and play/learning areas. The challenge has been this year's weather events preventing our enthusiastic teachers and students taking the theory and implementing their ideas into the playground environment. In 2023 we will be working to make this happen as a happy safe environment will ensure attendance and engagement of all students.

The embedding of Guy Claxton's Building Learning Power in the classroom environment has provided the students and teachers with a common understanding and language to create a culture of resilience, reciprocity, resourcefulness and reflection. Consistency of providing and practicing these strategies is challenging due to the nature of interruptions in a small school. However, all students and staff are reflecting the learning in conversations and reflections of learning. When allocating the dojo points students are now able to reflect on days learning to allocate points and explain to peers why they think it is appropriate and whether they are meeting their goals. Discussions between staff and students show the value of Learning Power and the need to continue building this in 2023.

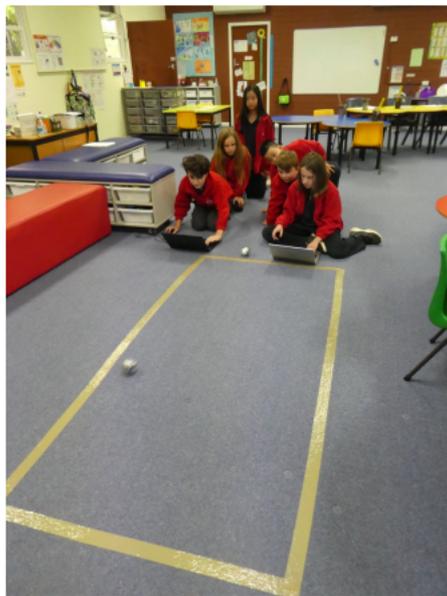
Future action for 2023 include:

- grow STEAM and enrichment programs to build student growth in all outcomes.
- the principal will also be taking the role of Digital Classroom Officer undertaking and leading professional learning through the RAG program.
- implement sustainability and environment ideas into the physical playground to ensure a happy safe environment with improved attendance and engagement of all students.
- practice Guy Claxton's 'Learning Power' so that it is embedded into schools' culture along with the adoption of the 'Resilience Project' wellbeing program.

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
An increase % of students attending at or above 90% that is trending upwards towards the lower bound target of 70%.	The number of students attending greater than 90% of the time or more has increased by 1.9%
Self-assessment against the School Excellence Framework in the theme of Community Engagement shows the school currently maintaining delivering and displaying some characteristics of sustaining and growing.	Self-assessment against the School Excellence framework shows the element of Community Engagement to be delivering with growing number of characteristics of sustaining and growing.



Learning to control our sphero robots.

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

AP Curriculum & Instruction: \$30,114.00

QTSS release: \$2,068.00

Per capita: \$1,768.00

Professional learning: \$5,887.02

Summary of progress

Talbingo staff began working with the Collaborative Support Unique Settings (CSUS) unit at the beginning of semester. Using the DIG MATRIX, we were able to build the Theory of Action with a clear focus on professional learning in PLAN2 to build teacher capacity in teaching vocabulary in both Literacy and Numeracy through the domain of understanding texts. We undertook professional learning following the teaching cycle: analysis of PLAN2 understanding text, identifying the links in the syllabus and then targeting the greatest area of need with a series of explicit lessons. Through the collaborative practice of team-teaching staff established strong protocols around modelling, observation and feedback.

Through informal discussions between teaching staff, it was decided that the use of data analysis to inform teaching in this way was strong and integral to the growth of student outcomes. Our use of Essential Assessment, PAT and NAPLAN was implemented into our learning culture however we needed to develop a more effective way to allocate time to understanding and using PLAN2 and the Check-in Assessments to inform our teaching practice. With this in mind we trialed a new flexible staffing model that built in professional learning, student conferencing and goal setting. In 2023 we will need to continue our work with the CSUS team to build our PLAN2 efficiency alongside the introduction of the new Literacy and Numeracy curriculums, continuing to build student vocabulary. We will also need to provide the funding to continue trialing the effectiveness of our flexible staffing model.

The ALPSS Principals continue to build effective systems throughout our ALPSS network of schools to develop high impact professional learning for all staff, greater outcome growth for our students and sharing of workload requirements. In 2022 we were able to collaboratively complete an ALPSS assessment scope and sequence, provide professional learning around the Aboriginal Education document, Turning Policy into Action, Welcome to and Acknowledgement of Country, Personalised Learning Pathways, SCOUT, Finance and the Literacy & Numeracy Hub. We combined face-to-face with on-line learning utilising the strengths and knowledge of our network teachers and SASS staff. Collaboration within the ALPSS network has definitely improved this year however overall impact has been limited due to the coordination of delivery across numerous sites and inconsistent commitment of staff. Principals discussed staff needs at individual schools and during Term 4, Principals began planning for 2023, agreeing to targeted areas of Assessment PL in 2023 alongside a formalised and agreed calendar, and a firm commitment for engagement is required by all schools.

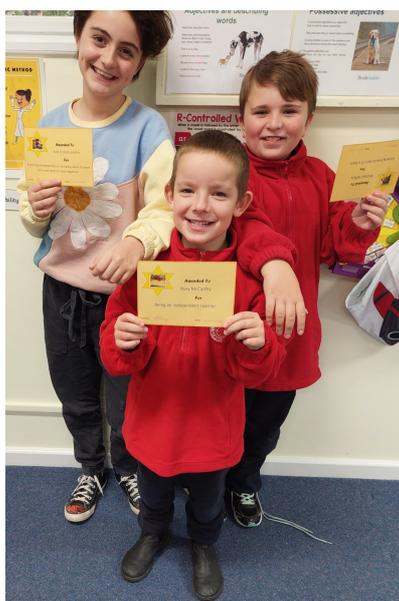
Future directions in 2023 will include:

- to continue our work with the CSUS team to build our PLAN2 efficiency.
- to provide the funding to continue trialing the effectiveness of our flexible staffing model.
- ALPSS targeted areas of Assessment PL, alongside a formalised and agreed calendar, and a firm commitment for engagement is required by all 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 moving towards excelling.</p> <p>SEF element 'Literacy & Numeracy focus' maintains sustaining & growing.</p> <p>SEF element ' Data Skills and Use' maintains sustaining & growing.</p> <p>SEF element 'High Expectations culture' moves towards sustaining & 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 personalised targets in internal literacy and numeracy assessments.</p>	<p>80% of students are achieving growth towards meeting internal literacy and numeracy assessments.</p>



Assembly Awards recognising achievements

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,492.00</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"> • Employment of additional staff to support teachers to build explicit teaching techniques resulting in improvement for all students. <p>The allocation of this funding has resulted in the following impact: a more consistent approach to student learning and interventions.</p> <p>After evaluation, the next steps to support our students will be: to support our students will be the trailing of flexible teacher release strategies to allow for formalised student conferencing.</p>
<p>English language proficiency</p> <p>\$3,990.00</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 the following impact: student progress through explicit teaching showing consistent growth on the learning progressions and in external and internal assessments</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect individual student needs.</p>
<p>Low level adjustment for disability</p> <p>\$13,655.00</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> <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 following impact: the school continues to provide a consistent approach to individualised student learning, support and interventions.</p>

<p>Low level adjustment for disability</p> <p>\$13,655.00</p>	<p>After evaluation, the next steps to support our students will be: the school will continue to support identified students through a flexible staffing approach.</p>
<p>Location</p> <p>\$6,771.62</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"> • Other funded activities <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 the following impact: increased opportunities for socialisation and unplanned experiences for experiences for learning.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,887.02</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 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"> • Expertise and Innovation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Completion of ALLPSS network of schools assessment scope and sequence to allow tracking across like schools. • Principal, Teacher and SASS days occur providing identified PL needs • Utilise staff expertise across ALPSS to provide both face-to-face and on-line PL around curriculum and technology. <p>The allocation of this funding has resulted in the following impact: collaboratively complete an ALPSS assessment scope and sequence, provide professional learning around Policy into Action, Welcome to and Acknowledgement of Country, Personalised Learning Pathways, Scout, Finance and the Literacy & Numeracy Hub. We combined face-to-face with on-line learning utilising the strengths and knowledge of our network teachers and SASS staff. Collaboration within the ALPSS network has definitely improved this year however overall impact has been limited due to the coordination of delivery across numerous sites and inconsistent commitment of staff.</p> <p>After evaluation, the next steps to support our students will be: ALPSS targeted areas of Assessment PL, alongside a formalised and agreed calendar, with a firm commitment for engagement is required by all schools.</p>
<p>Literacy and numeracy</p> <p>\$24,008.00</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"> • Data Driven Practices

<p>Literacy and numeracy</p> <p>\$24,008.00</p>	<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 • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: target areas for literacy and numeracy were identified a priority in vocabulary - whole school (K-6). The staff decided to split the area of training between staff to allow for coverage of various areas of need. One teacher focus on Additive Strategies, one on Understanding Text and one on Vocabulary. Time was provided in an informal way to share knowledge, learnings, practices and strategies from each area. This has worked well across the year as it has provided specific expertise and allowed for team teaching and peer learning.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff to continue growth in student outcomes through team teaching and peer learning.</p>
<p>QTSS release</p> <p>\$2,068.00</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"> • Expertise and Innovation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching across all KLAS'. <p>The allocation of this funding has resulted in the following impact: all teachers collaborate to share curriculum knowledge, data and feedback.</p> <p>After evaluation, the next steps to support our students will be: professional learning in new literacy and numeracy curriculum.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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>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/numeracy - reading fluency <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue targeted explicit instruction to grow outcomes.</p>
<p>Teaching Principals Relief</p> <p>\$25,453.05</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>

<p>Teaching Principals Relief</p> <p>\$25,453.05</p>	<ul style="list-style-type: none"> • Data Driven Practices • Well Being <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data identifying individual student learning goals <p>The allocation of this funding has resulted in the following impact: internal assessments were used to identify learning goals in both Literacy and Numeracy with growing success.</p> <p>After evaluation, the next steps to support our students will be: continued work with the CSUS to build teacher capacity around data analysis and use of PLAN2.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 evidence-based teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • CSUS Project to enhance our skills in the ability to analyse and use student data specifically in the area of vocabulary, to inform our K-6 instructional explicit teaching approach. <p>The allocation of this funding has resulted in the following impact: the use of data analysis to inform teaching was strong and integral to the growth of student outcomes. Our use of Essential Assessment, PAT and NAPLAN is embedded in our learning culture.</p> <p>After evaluation, the next steps to support our students will be: to continue our work with the CSUS team to build our PLAN2 efficiency and to provide the funding to continue trialling the effectiveness of our flexible staffing model.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	4	3	3
Girls	2	5	4	4

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.1	87.7	96.4
1	94.8	90.2	91.3	
2	92.7	93.6		92.2
3	97.9	97.0	91.1	95.1
4	94.8	96.5	80.8	
5		95.3	94.9	92.0
6	93.8		74.7	82.3
All Years	94.5	94.7	84.6	91.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	
2	93.0	92.0		87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	
5		92.0	92.1	87.2
6	92.1		91.5	86.3
All Years	92.8	92.0	92.4	87.3

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
Assistant Principal(s)	0.2
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

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	124,591
Revenue	452,611
Appropriation	447,947
Sale of Goods and Services	810
Grants and contributions	3,005
Investment income	848
Expenses	-435,910
Employee related	-353,824
Operating expenses	-82,086
Surplus / deficit for the year	16,701
Closing Balance	141,292

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 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	28,649
Equity - Aboriginal	0
Equity - Socio-economic	11,492
Equity - Language	3,990
Equity - Disability	13,166
Base Total	345,394
Base - Per Capita	1,769
Base - Location	6,772
Base - Other	336,853
Other Total	54,043
Grand Total	428,085

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

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, teacher-student relationships and feeling safe at school but were unsure about learning goals and feedback.

100% of parents and community members responded to the survey and informal conversations expressed their continued satisfaction with the quality of education and wonderful opportunities being offered. That the extra-curricular activities support their child's learning and that the school staff are continually exploring ways to improve the teaching and learning programs. Most parents commented on the school's inclusive environment and the programs that focused on individual learning in a positive way. There was an indication that more interest-based learning for individual students may be further explored and developed.

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.



Working Together: Shop Front Sculpture

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.