

2023 Annual Report

Tallong Public School



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Introduction

The Annual Report for 2023 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

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 its programs.

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

1. Student growth and attainment

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

2. Collaboration and engagement

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

AP Curriculum & Instruction

QTSS release

Per capita

Socio-economic background

English language proficiency

Professional learning

Summary of progress

Throughout 2023, teacher professional learning was implemented with a continued focus on evidence informed K-6 literacy and numeracy pedagogy, implementation of the NSW K-2 English and Mathematics syllabus, Formative Assessment and preparation for implementation of the new 3-6 English and Mathematics syllabus in 2024.. Staff professional learning occurred during regular staff meetings, staff development days and Curriculum Reform Release from Face to Face days.

Teacher engagement beyond the school was strengthened through the establishment of the Goulburn Small Schools Professional Learning Community and our connection with a local large Primary School.. Collaborative leadership and engagement with these schools enabled teachers to share and improve practice, particularly in the area of curriculum implementation and Formative Assessment.

The Assistant Principal Curriculum and Instruction (APC&I) led new curriculum implementation and a whole school focus in Numeracy with an emphasis on Place Value. Staff were supported with Numeracy assessment, data collection and analysis; differentiated lesson planning aligned to the Numeracy progressions; and explicit teaching in the area of Place Value.

The activities implemented under this strategic direction were very successful with continued delivery of InitialLit in Years K-3 and MacqLit in Years 5 and 6. Additional staffing further enabled teacher implementation of personalised, differentiated learning for students in smaller groups. The introduction of the Essential Assessment platform provided a best practice Numeracy whole school improvement model aligned to the NSW Syllabus. The platform provided rigorous formative and summative assessment and support for data driven teaching by providing curriculum aligned data to plan and monitor individual student growth in Numeracy.

Next steps:

Data and Assessment Practices

- Further professional learning in using Essential Assessment software will support formative and summative assessment practices in literacy (Years 4-6) and numeracy (Years K-6), as well as whole school tracking and monitoring of student progress and personalised student learning.
- Embed formative assessment and feedback strategies into classroom practice to develop 'assessment capable learners' who understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their own learning.

Focusing on Literacy and Numeracy Instruction

- Continued teacher professional learning to support the implementation of the new NSW 3-6 English and Mathematics syllabus.
- APC&I to lead classroom teachers in explicit teaching practices through co-planning, co-teaching and co-evaluation in Numeracy, Fluency and Spelling.

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 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 domain of Data Skills and Use identifies all elements of Sustaining and Growing have been met. The School Excellence Framework Self-assessment Survey in the domain of Effective Classroom Practice identifies some elements at Delivering and Sustaining and Growing.
All students in Years 3-6 demonstrate growth in Reading scores, using Check-in assessments as a key data point.	The Check-in assessment mean scaled score indicates the percentage of students achieving growth in Reading has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
All students in Years 3-6 demonstrate growth in Numeracy scores, using Check-in assessments as a key data point.	The Check-in assessment mean scaled score indicates the percentage of students achieving growth in Numeracy has increased in most year groups. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

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

Integration funding support

Socio-economic background

Professional learning

Low level adjustment for disability

Per capita

Aboriginal background

Summary of progress

Positive Behaviour for Learning (PBL) systems and practises were enhanced through a refinement of the school PBL matrix and the development of weekly lessons to promote school values. School funding was used to release a teacher from class for one day per term, to co-ordinate PBL across the school. The PAX Good Behaviour Game (evidenced based and trauma informed strategies) was introduced to build self-regulation, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children, therefore supporting learning, wellbeing, participation and confidence. Two staff were trained in PAX in 2023, with an additional two teachers to participate in PAX professional learning in 2024.

Student attendance was closely and regularly monitored, and reported on at fortnightly Learning and Support Team meetings. The 2023 Semester Two attendance rate was 85.4%, which was just above the Goulburn network of schools but slightly below the State. Only 42.9% of students attended school 90% of the time, which is 10% below the state and slightly below the Goulburn network. The school was validated at 'Excelling' in Learning Culture during the school's 2023 External Validation which includes processes for managing Attendance.

The school participated in the National Music Teacher Mentoring Program (NMTMP). Teachers were supported by a music mentor during classroom music lessons which resulted in increased teacher confidence in programming and teaching classroom music, and embedding music into daily classroom practice. Participation in the NMTMP provided students with quality music education, aimed at enhancing neurological development and engagement in learning.

Analysis of communication sources including the school newsletter and SchoolStream indicated a high level of parental engagement. Most school events were very well attended by the parent community.

The Digital Classroom Officer (DCO) role proved to be a highly successful initiative. Teachers were supported through mentoring and team teaching by the DCO to embed digital technologies into classroom practise, resulting in increased proficiency and teacher confidence. The DCO supported the highly successful Collaborative Learning Project which involved collaborative planning and team teaching in an online environment with 3 NSW small schools. Students were upskilled in the use of collaborative learning tools in a digital environment. Our school DCO and classroom teacher were recognised with a NSW DoE Rural Access Gap award for excellence in this area..

Aboriginal equity funding was used to improve student knowledge and understandings of Aboriginal histories and cultures; increase teacher confidence in embedding Aboriginal perspectives into teaching and learning programs; and support growth and attainment, and cultural competency of Aboriginal students. This was achieved through whole school involvement in the creation of the school Bush Tucker Garden and Yarning Circle; teacher release time to support the development and implementation of Aboriginal Personalised Learning and Support Programs; and physical teaching resources for every classroom to support teaching and learning of Aboriginal histories and cultures.

Next steps:

A collaborative, planned and consistent approach to wellbeing

- Staff will develop the new school Behaviour Support and Management Plan.
- All teaching staff will be trained in the PAX Good Behaviour Game and strategies will be consistently implemented in all classrooms.
- Staff will develop and implement strategies to improve student's Sense of Belonging, Advocacy and Expectations for Success.

Strengthening engagement

- The school will strengthen processes to improve whole school attendance rate.
- The school will strengthen processes to clearly communicate student progress to parents/carers and increase parental engagement in student learning.
- Systems to continue staff collaboration with colleagues in the Goulburn Small Schools network will be strengthened allowing teachers to engage in shared professional learning, curriculum planning, and sharing and improvement of practice.

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).	This was not achieved in 2023. Ongoing strategies to improve the attendance rate have been put in place.
* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be trending towards the upper bound system-negotiated target. of 95.2%.	77% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.
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.	In the Wellbeing domain. the school was validated at Sustaining and Growing as a result of External Validation in 2023. In the Learning Culture domain, the school was validated at Excelling as a result of External Validation in 2023.
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.	In the Management Practices and Processes domain. the school was validated at Sustaining and Growing as a result of External Validation in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$4,366.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tallong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A collaborative, planned and consistent approach to wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an SLSO to provide additional support for students who have high-level learning, social, emotional and behavioural needs <p>The allocation of this funding has resulted in the following impact: The 1:1 support provided by the SLSO, 3 hours x 4 days per week, resulted in the student meeting academic, behavioural, social and emotional goals identified in their Individual Education Plan.</p> <p>After evaluation, the next steps to support our students will be: This student has since left the school and unused IFS returned to Central Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$32,413.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tallong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Data and assessment practices • A collaborative, planned and consistent approach to wellbeing • Strengthening engagement <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 InitialLit program implementation. • Employment of additional staff to release Teaching Principal to lead teaching and learning, assessment and reporting, staff development and innovation and change. • Professional development of Principal and collegial collaboration, to support student learning. • Additional staffing to drive and implement Literacy and Numeracy initiatives and interventions to support identified students with additional needs. • Staff release to increase community engagement in learning and school culture. <p>The allocation of this funding has resulted in the following impact: The implementation of InitialLit in Years K-4 across 3 differentiated groupings which involved the LaST, and MacqLit in Years 4 and 5, 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 targeted teaching in Place Value and Working Mathematically, resulting in improved student learning outcomes. Additional staffing has allowed the Teaching Principal to be released to support community engagement initiatives, engage in and facilitate professional learning and lead whole school practices to improve teaching, learning and leading.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of evidenced based Literacy and Numeracy</p>

<p>Socio-economic background</p> <p>\$32,413.12</p>	<p>classroom programs and new syllabus delivery, through the provision of additional staffing.</p>
<p>Aboriginal background</p> <p>\$5,257.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tallong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students • construction of school Aboriginal Bush Tucker Garden and Yarning Circle • physical resourcing to enable quality teaching and learning of Indigenous content and inclusion of Aboriginal Perspectives across all KLAs <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased student knowledge and understandings, and appreciation of, Aboriginal histories and cultures.</p> <p>Physical resourcing to support teachers in embedding Aboriginal perspectives and content into teaching and learning programs.</p> <p>Support for Aboriginal student growth and attainment, and cultural competency.</p> <p>Establishment of a whole school community learning environment that acknowledges the local Indigenous peoples and appreciation for Aboriginal culture and history.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Release from face to face time to allow classroom teachers to develop student Personalised Learning and Support Plans (PLSP) in conjunction with all stakeholders (student, parents/carers and external agencies).</p> <p>Additional staffing to support Aboriginal students attaining their Personalised Learning and Support Plan goals.</p> <p>Professional Learning for Principal and all teaching staff to meet the specific needs of all Aboriginal students, and to confidently deliver Aboriginal histories and cultural content to all students.</p>
<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>Point of need teaching for EAL/D learners through differentiated classroom instruction, small group Literacy and Numeracy support and 1:1 reading support, resulting in student movement along the EAL/D progressions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Provision of additional teacher release from face to face to develop Individual Educational Plans for all EAL/D students.</p> <p>Support of all EAL/D students through provision of additional staffing.</p>

<p>Low level adjustment for disability</p> <p>\$34,564.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Tallong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Data and assessment practices • A collaborative, planned and consistent approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School a Learning and Support Officer • targeted students are provided with an evidence-based intervention [InitialLit] to increase learning outcomes • 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 • professional learning to enable staff to implement InitialLit and MacqLit • physical resourcing of intervention programs • employment of a Learning and Support teacher to facilitate intervention in Numeracy. <p>The allocation of this funding has resulted in the following impact: The implementation of InitialLit in Years K-3 across 3 differentiated groupings and MacqLit interventions in Years 4-6, resulted in point of need teaching and particular student growth in literacy areas including phonics, phonological awareness, fluency, spelling and comprehension. Small group intervention and individualised support in Numeracy across Years 1-6 allowed for acquisition and consolidation of basic numeracy concepts including Place Value and Working Mathematically. Two staff engaged in professional learning to enable the delivery of InitialLit and MacqLit. Resourcing to support effective delivery of the interventions and allow for differentiated instruction, was enabled through this funding.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * employment of LaST teacher. * school learning and support officer employed to support personalised learning and support in classrooms. <p>After evaluation, the next steps to support our students will be: Continued implementation of MacqLit in Years 4-6. Continued implementation of InitialLit in Years K-3. Continued small group intervention in Numeracy areas of focus.</p>
<p>Location</p> <p>\$8,566.90</p>	<p>The location funding allocation is provided to Tallong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • student assistance to support excursions • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Equitable student access to excursions and incursions including the engagement of Sporting Schools providers and Swimming Scheme. Additional staffing for Teaching Principal release to support teaching, learning and wellbeing initiatives.</p>

<p>Location</p> <p>\$8,566.90</p>	<p>After evaluation, the next steps to support our students will be: Continued delivery of activities within Strategic Direction 1 and 2. Subsidising student excursions to enable the participation of all students. Provision of student assistance funding.</p>
<p>Professional learning</p> <p>\$8,297.50</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>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 and assessment practices • A collaborative, planned and consistent approach to wellbeing • Strengthening engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example First Aide and CPR providers • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Increased teacher confidence and competency in the implementation of the new K-2 and 3-6 English and Mathematics syllabus, and evidence informed teaching practices. Explicit teaching in Literacy and Numeracy, through the effective delivery of content in the new DoE K-2 English and Mathematics teaching units. Implementation of Formative Assessment practices including Learning Intentions, Success Criteria, personalised learning goals and feedback practices, as a result of professional learning in Formative Assessment. Increased proficiency across the Australian Professional Standards for Principals Leadership Profiles, as a result of engagement in leadership professional learning. Significantly increased teacher confidence in programming and teaching classroom music, and embedding music into daily classroom practice as a result of participation in the National Music Mentoring program. Increased teacher confidence and proficiency in the delivery of ICT. Enhanced teacher capacity to develop positive student wellbeing through participation in PAX professional learning. Increased awareness and effective implementation of whole school and individualised strategies to support student attendance.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning to support the development of staff PDP goals. Teacher professional learning in the new NSW English and Mathematics 3-6 syllabus. Teacher professional learning in Formative Assessment and data driven teaching. Targeted professional learning in Mathematics.</p>
<p>QTSS release</p> <p>\$12,428.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tallong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focusing on literacy and numeracy instruction • Data and assessment practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provision of Curriculum Reform release to all teaching staff to enable

<p>QTSS release</p> <p>\$12,428.64</p>	<p>professional learning in new English and Maths syllabus.</p> <ul style="list-style-type: none"> • staffing release to participate in collaborative practice. <p>The allocation of this funding has resulted in the following impact: Increased teacher confidence and competency in the implementation of the new K-2 and 3-6 English and Mathematics syllabus, and evidence informed teaching practices. Explicit teaching in Literacy and Numeracy, through the effective delivery of the new DoE K-2 English and Mathematics teaching units. Increased teacher collaboration to support whole school data collection, data analysis, data driven practice and co-planning.</p> <p>After evaluation, the next steps to support our students will be: Continued use of QTTS funds to provide mandatory Curriculum Reform Release for teacher engagement in new syllabus professional learning and whole school collaborative practice.</p>
<p>COVID ILSP</p> <p>\$26,908.18</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO and teacher to deliver small group tuition • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Delivery of MacqLit Tier 2 reading intervention program to support at risk learners in Years 4/5, resulting in student growth in reading. Delivery of InitialLit to support learners in Years K-3, resulting in student growth in reading, phonics, phonological awareness and vocabulary.</p> <p>After evaluation, the next steps to support our students will be: Continued delivery of MacqLit through Literacy and Numeracy Small Group Tuition funding. COVID ILSP funding will not continue in 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	42	34	32	25
Girls	20	24	24	23

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	94.8	92.0	88.1
1	91.3	90.2	91.7	90.2
2	93.5	88.6	85.5	90.1
3	92.0	93.8	87.7	82.7
4	93.4	91.2	97.6	81.4
5	91.7	88.6	89.9	87.9
6	93.6	85.7	92.1	84.2
All Years	92.8	90.2	90.3	86.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	37,931.77
Revenue	958,139.77
Appropriation	922,003.24
Sale of Goods and Services	2,991.45
Grants and contributions	31,278.52
Investment income	1,866.56
Expenses	-900,422.04
Employee related	-796,779.33
Operating expenses	-103,642.71
Surplus / deficit for the year	57,717.73
Closing Balance	95,649.50

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.

	2023 SBAR Adjustments (\$)
Targeted Total	27,124
Equity Total	74,635
Equity - Aboriginal	5,257
Equity - Socio-economic	32,413
Equity - Language	2,400
Equity - Disability	34,564
Base Total	714,636
Base - Per Capita	14,575
Base - Location	8,567
Base - Other	691,495
Other Total	62,300
Grand Total	878,695

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

In 2023, our school sought feedback through the **NSW DoE Tell Them from Me surveys**. The Parent/Carer, and student surveys were administered.

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

- Parents feel welcome - School Mean **8.1**
- Parents are informed - School Mean **6.2**
- School supports learning - School Mean **7.3**
- School supports positive behaviour - School Mean **7.5**
- Safety at school - School Mean **8.0**
- Inclusive school - School Mean **6.5**
- Parents support learning at home - School Mean **6.9**

It is pleasing to note that parent responses indicated:

- they feel welcome when they visit the school
- written information from the school is in clear, plain language
- they can speak easily with the school Principal.

The school will continue to focus on strategies to:

- ensure parents are well informed about student progress, social and emotional development
- engage parents in supporting learning at home
- communicate to parents provisions being made for students requiring additional support.

Note: Approximately 10% of Tallong Public School parents/carers completed the Tell Them From Me Survey.

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

- Students with a positive sense of belonging - School Mean **88%** / NSW Govt Norm 82%
- Students with positive relationships at school - School Mean **94%** / NSW Govt Norm 85%
- Students with positive behaviour at school - School Mean **94%** / NSW Govt Norm 83%
- Students that value schooling outcomes - School Mean **76%** / NSW Govt 96%
- Students who are interested and motivated - School Mean **76%** / NSW Govt 79%
- Students try hard to succeed in their learning - School Mean **81%** / NSW Govt Norm 87%
- Students who are victims of bullying - School Mean **24%** / NSW Govt Norm 37%
- Students with a positive growth orientation - School Mean **81%** / NSW Govt Norm 79%
- Explicit teaching practices and feedback - School Mean **6.8** / NSW Govt Norm 7.4
- Advocacy at school - School mean **7.6** / NSW Govt Norm 7.8
- Positive learning climate - School Mean **6.6** / NSW Govt Norm 7.3
- Expectations for success - School Mean **7.2** / NSW Govt Norm 8.7

Of note, is the high percentage of students that reported:

- positive behaviour at school
- positive sense of belonging
- positive relationships at school

The school will continue to focus on:

- communicating expectations for student success which include emphasising academic skills and promoting high expectations for all students to succeed.
- working with students to set clear goals for learning, establish expectations, check for understanding and provide feedback on progress.

Tallong Public School teaching staff did not complete the **'Focus on Learning' Teacher Survey** as the number of participants 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.