

# Tumbarumba Public School Annual Report



2017



3275

## Introduction

The Annual Report for **2017** is provided to the community of **Tumbarumba 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 school 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.

Jennifer Lumsden

Principal

### School contact details

Tumbarumba Public School

Murray St

Tumbarumba, 2653

[www.tumbarumba-p.schools.nsw.edu.au](http://www.tumbarumba-p.schools.nsw.edu.au)

[tumbarumba-p.School@det.nsw.edu.au](mailto:tumbarumba-p.School@det.nsw.edu.au)

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## School background

### School vision statement

At Tumbarumba Public School we aim to achieve excellence in teaching, learning and leadership to provide the best possible education to every student. We provide challenges and opportunities which enable our students to become innovative, creative and responsible members of society.

### School context

Tumbarumba Public School, set in the western foothills of the Snowy Mountains, is 110 km from the regional centre of Wagga Wagga. Tumbarumba is a vibrant, active and diverse community which serves the needs of a range of industries including agriculture, forestry and tourism. The school fosters engagement at all levels and values its strong community partnerships. The school caters to a broad range of socio-economic backgrounds including 14 Aboriginal students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

Tumbarumba Public School staff completed the School Excellence Framework Self Assessment based on formative and summative evidence from a range of sources. In the domains of Learning, Teaching and Leading, the assessment confirmed our school as Delivering and Sustaining and Growing in the following areas:

**Learning Culture:** *Sustaining and Growing* – There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

**Learning Wellbeing:** *Sustaining and Growing* – The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

**Learning Curriculum and Learning:** *Sustaining and Growing* – Teachers involve students and parents in planning to support students as they progress through the stages of education. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

**Learning Assessment and Learning:** *Sustaining and Growing* – Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

**Learning student Performance Measures:** *Working Towards Delivering* – Students are showing expected growth on internal school performance measures.

**Teaching Effective Classroom Practice:** *Delivering* – Teachers routinely review previous content and preview the learning planned for students in class.

**Teaching Data Skills and Use:** *Sustaining and Growing* – Teachers analyse and use student assessment data to understand the learning needs of students.

**Teaching Collaborative Practice:** *Sustaining and Growing* – *Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.*

**Teaching Learning and Development:** *Sustaining and Growing* – There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

**Teaching Professional Standards:** *Sustaining and Growing* – Teachers are committed to their ongoing development as members of the teaching profession.

**Leading Leadership: *Delivering*** – The school is committed to the development of leadership skills in staff and students.

**Leading School Planning, Implementation and Reporting: *Sustaining and Growing*** – The school is committed to the development of leadership skills in staff and students.

**Leading Resources: *Sustaining and Growing*** – Physical learning spaces are used flexibly, and technology is accessible to staff and students.

**Leading Practices and Processes: *Sustaining and Growing*** – Administrative practices effectively support school operations and the teaching and learning activity of the school.

The School Excellence Plan Assessment will be used to inform future planning to enable Tumbarumba Public School to be a centre of excellence for learning.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Student Learning to provide curriculum that is flexible to meet the needs of our students.

### Purpose

To develop students to be literate and numerate learners who are creative and can think deeply and logically, striving for excellence. To develop students who can apply skills of inquiry and communication. Who can be innovative and resourceful, collaborative and communicate ideas to make sense of the world and its future.

### Overall summary of progress

- Early Stage 1 and Stage 1 teachers trained in delivery of L3 pedagogy;
- Teachers trained to deliver professional learning to staff to improve teacher knowledge of quality writing.
- Professional learning for all teachers and Student Learning Support Officers (SLSOs) to support students with Trauma background;
- SLSO employed implement programs for students receiving support from the Centre for Effective Reading;
- Additional SLSOs to implement Multilit literacy program and support students in the classroom and playground;
- All teachers using the Literacy and Numeracy continuum and collecting data on student progress to monitor student growth.
- Contemporary Learning projects implemented in Stages 2 and 3.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of all staff demonstrating implementation of new pedagogies into classroom practise.	Professional Learning Funds = \$16,403	Evaluation of L3 data showed 88% of Kindergarten students achieved minimum proficiency in reading by the end of Kindergarten. Use of Literacy Continuum;
Evidence of students demonstrating growth in Reading, Comprehension using the Literacy continuum with a minimum of at least one cluster growth and also using external and internal assessment measures	Equity = \$101,417	In 2017, teachers have developed individualised teaching and learning programs underpinned by assessment and student data. This has resulted in the following percentages of students achieving proficiency at the end of the year in Reading: Kindergarten – 70%, Year 1 – 89 %, Year 2 – 80%, Year 3 – 79%, Year 4 – 70%, Year 5 – 52%, Year 6 – 63%.
Teachers indicate increased confidence in teaching writing.	Support for beginning teachers \$6725	Funds were used to train beginning teacher and teacher mentor in delivering quality writing skills to staff. Evidence of increasing teacher knowledge of syllabus content and confidence application in teaching and learning programs was shown throughout year. Beginning teacher delivering training teaching writing to local network schools and teacher conferences.

### Next Steps

- All teachers will become proficient at collecting and analysing data to diagnose student needs and ensure differentiated learning.
- All teachers will use thorough knowledge of the syllabuses and consistent teacher judgement to make accurate assessments and track and monitor student progress to direct future learning.
- All students will be at or beyond their expected year level in Literacy and Numeracy.
- Students will be engaged, independent and creative learners.

## Strategic Direction 2

School community and culture to develop a school community with enhanced engagement and participation which work together embedding a system of values and a culture of success.

### Purpose

To build stronger positive relationships as an educational community inspiring a culture of collaboration, engaged communication empowering leadership for all and organisational practices, ensuring improvement in student learning outcomes.

### Overall summary of progress

- Students are encouraged to engage in a diverse range of activities designed to foster independence, creativity and engagement in learning.
- The initiation of a camp for Year 5 and 6 to develop relationships and a sense of belonging in the school community.
- Invitations to parents for school events such as assemblies when students have a specific role.
- Increased numbers attending Parent/Teacher/Student interviews with positive feedback in surveys.
- Facebook page added as an information and communication feed.
- Planned strategies to involve parents and community in the 2018–2020 school planning process.
- Tumbarumba Public School rated in the second highest quartile for positive engagement with parents.
- Tell Them From Me Survey indicated Tumbarumba PS performed above the Stage Government mean in all but one aspects indicating a positive level of engagement with the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of school community participating in school events.		Parents have shown strong support in a range of opportunities within the school community including parent/student teacher interviews, attending school events and participating in consultative planning for the preparation of the 2018–2020 school plan
Increased opportunities and participation in developing leadership skills.		Formal mentoring program for Year 5 to assist Kindergarten students transition to school.
Strengthening of school community culture through opportunities to develop relationships.		Evaluation of data on the community culture reflects a deepening confidence in the shared journey for all its members.

### Next Steps

- The school continues to engage the whole school community in a culture of positive learning and growth for all members.
- Students develop a deeper sense of belonging to the school community to retain their engagement with school.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.
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- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

### Strategic Direction 3

Positive behavior, student well-being and values To develop students who are independent, self-regulating, empathetic, responsible learners.

### Purpose

Developing in students the skills needed for life in the 21st Century, including responsibility, resilience and respect. Enabling students to become critical thinkers and independent learners, showing reciprocity, reflectiveness and resourcefulness. Instilling a sense of consequences for actions both positive and negative and being able to manage failure and success.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Increase the percentage of students from 86% to 90% who are recorded as positively following the School's PBL Pedagogy and this is displayed in the green band in the PBL Tier.</b>	<ul style="list-style-type: none"><li>• Equity staff – 0.800 SLSOs to support students with disabilities and special needs.</li><li>• Quality Teaching, Successful Students (QTSS) (\$11173.00)</li><li>• Low level adjustment for disability (\$101417.00)</li></ul>	Individual Educations Plans and Behaviour Management Plans developed collaboratively with parents, students and teachers ensure that funds are used to differentiate learning according to need.
<b>Staff implementing teaching and learning pedagogy to increase student engagement.</b>		Staff reflected that students enjoyed the Contemporary Learning projects and most were engaged however teachers felt they needed to focus on developing benchmarks and evaluating the impact on learning further.

### Next Steps

- Further focus on student issues is required to deepen students sense of belonging.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Additional Learning Support teacher. Every student to have a Personalised Learning Programs in collaboration with families.  • Aboriginal background loading (\$12 728.00)	All Aboriginal student showed at least achievement of minimum proficiency in literacy and numeracy and one years growth for one years learning. Centre for Effective reading program supported with an SSLSO to implement this program daily has ensured strong progress in reading for Stage 3 students.
<b>English language proficiency</b>	Learning Support Teacher, SLSO and Individualised Learning plans.	All EALD students have shown a minimum of one years growth for one year learning.
<b>Low level adjustment for disability</b>	LST Team, counsellor, SLSOs, Centre for Effective Reading, Reading Recovery, Learning and Wellbeing Team form District Office. Extra teachers and SLSO staff are employed to ensure all needs are being met. Professional Learning has focused on behaviour management and understanding the needs of students with disabilities. • Low level adjustment for disability (\$101 417.00) • Socio-economic background (\$58 634.00)	This area has been highly effective in meeting the needs of students at Tumarumba PS with individual needs. All students are closely monitored and programs reviewed to enable the best possible access to learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	Casual relief to release teachers from class to observe and work with teachers.  • Quality Teaching, Successful Students (QTSS) (\$11 173.00)	This has been a successful initiative and the strategies will be further developed in the next school Plan.
<b>Socio-economic background</b>	Learning Support Teach increased SLSO time increased to implement Multilit and Centre for Effective Reading. • Socio-economic background (\$58 634.00)	Supporting students through extra LST time has enabled strategic planning to meet individual needs and allow increased differentiation in learning programs. providing RFF for team teachers provides time for regular collaboration to improve consistent teacher judgement and enable professional discussion.
<b>Support for beginning teachers</b>	Professional Learning: Teaching writing in the middle years. Teaching narrative writing. • Support for beginning teachers (\$6 725.00)	Teachers have been keen to improve their skills in this area and have all shown increased confidence and enthusiasm in teaching this area. Students are reflecting with increased skills being monitored using the Literacy continuum.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	84	84	80	90
Girls	82	75	73	74

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.7	90.7	93.3	92.2
1	94.6	90.9	89.1	88.1
2	93.7	90.7	92.4	89.4
3	94	92.6	92.6	91.9
4	95.3	92.1	93.4	91
5	93.7	93.1	92	90.4
6	93.6	93	92.8	91.4
All Years	93.7	91.9	92.3	90.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Non-attendance is monitored by the Learning Support Team student and managed in line with the Tumbarumba Public School Attendance Policy. Non-attendance students are referred to the (HSLO) Home School Liaison Officer for follow up and return to school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.7
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.94
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All staff completed Professional Learning Plans in line with the Tumbarumba PS School Plan. Two staff members completed Proficient Accreditation. One staff member presently undertaking Highly Accomplished Teacher Accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>197,111</b>
Global funds	108,744
Tied funds	160,937
School & community sources	14,959
Interest	1,596
Trust receipts	2,763
Canteen	0
<b>Total Receipts</b>	<b>289,000</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	43,065
Excursions	3,965
Extracurricular dissections	16,977
Library	1,851
Training & Development	6,443
Tied Funds Payments	104,693
Short Term Relief	1,971
Administration & Office	20,079
Canteen Payments	0
Utilities	8,114
Maintenance	19,139
Trust Payments	2,751
Capital Programs	15,107
<b>Total Payments</b>	<b>244,154</b>
<b>Balance carried forward</b>	<b>241,956</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	574,317
Appropriation	525,757
Sale of Goods and Services	6,418
Grants and Contributions	41,539
Gain and Loss	0
Other Revenue	0
Investment Income	604
<b>Expenses</b>	-376,152
Recurrent Expenses	-376,152
Employee Related	-232,479
Operating Expenses	-143,673
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	198,165
<b>Balance Carried Forward</b>	198,165

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Funds carried over are for planned expenditure not completed in 2017.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	1,376,501
Base Per Capita	23,382
Base Location	61,347
Other Base	1,291,771
<b>Equity Total</b>	178,779
Equity Aboriginal	12,728
Equity Socio economic	58,634
Equity Language	6,000
Equity Disability	101,417
<b>Targeted Total</b>	139,700
<b>Other Total</b>	32,570
<b>Grand Total</b>	1,727,549

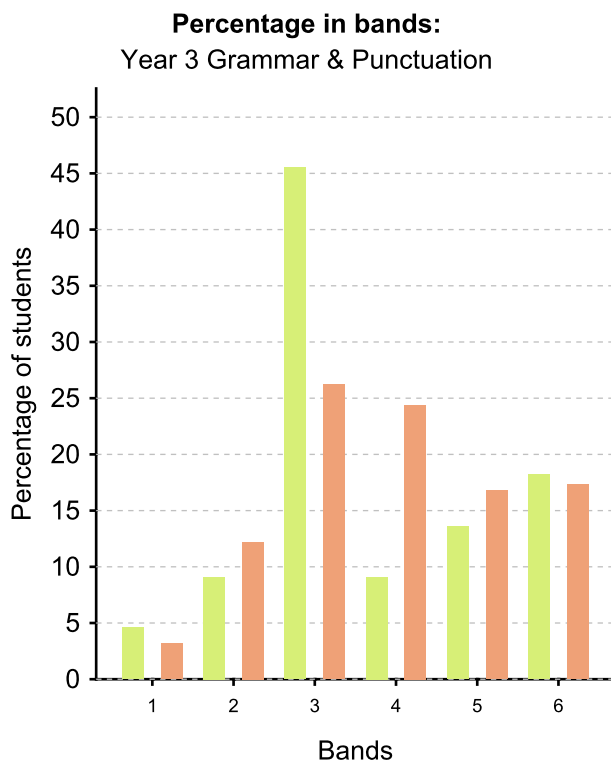
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

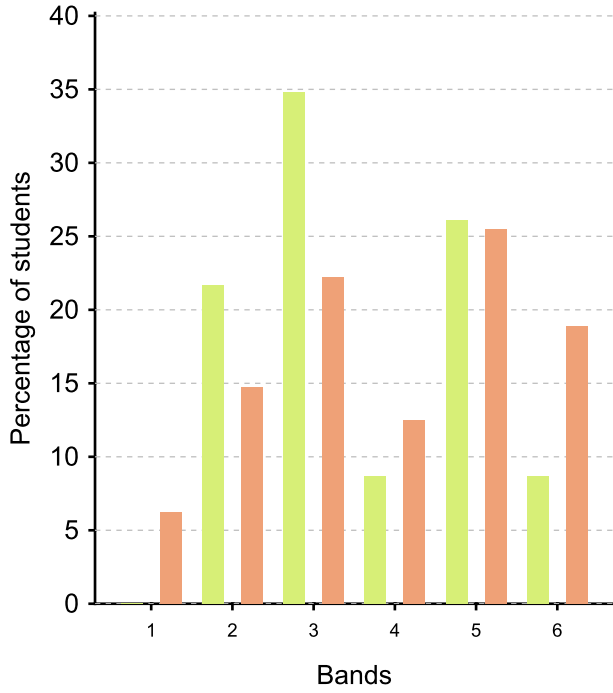
## School performance

### NAPLAN

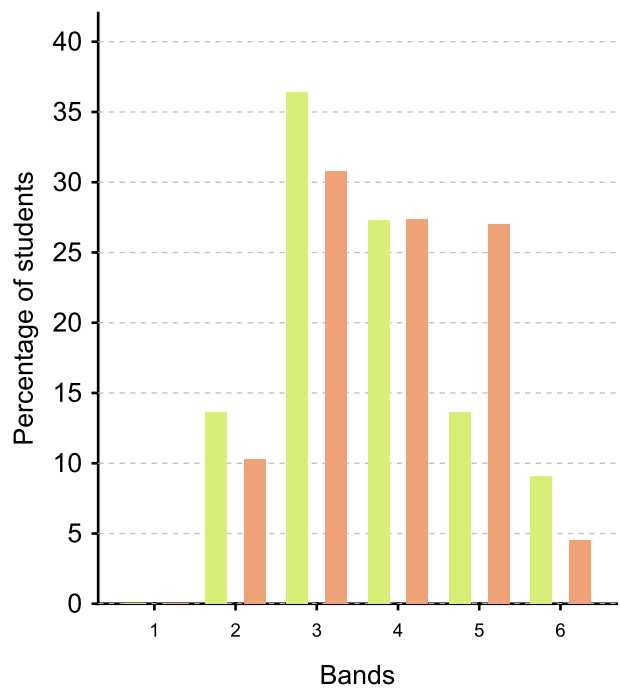
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



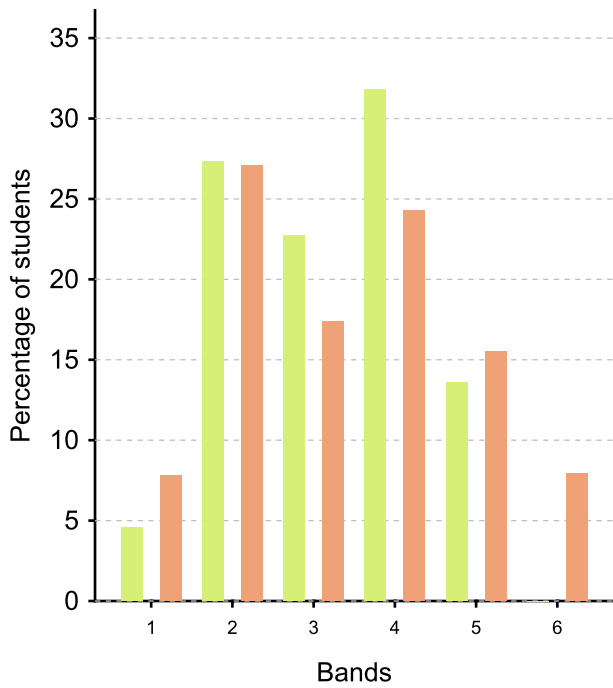
**Percentage in bands:**  
Year 3 Reading



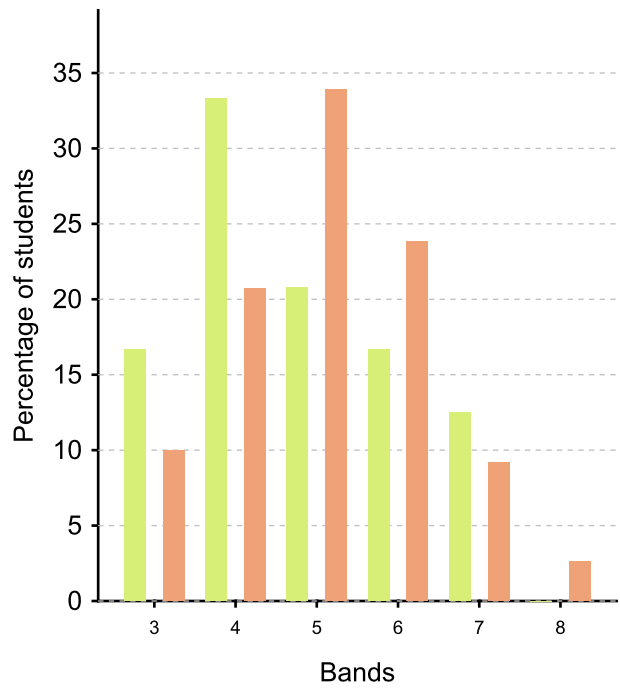
**Percentage in bands:**  
Year 3 Writing



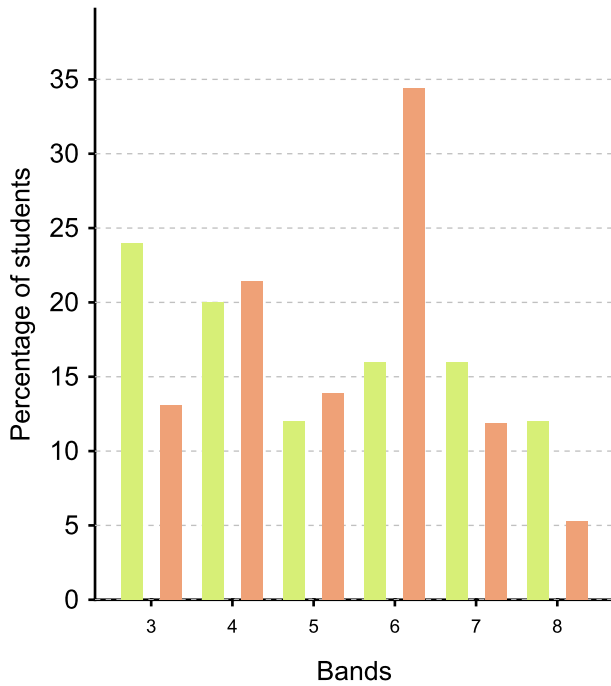
**Percentage in bands:**  
Year 3 Spelling



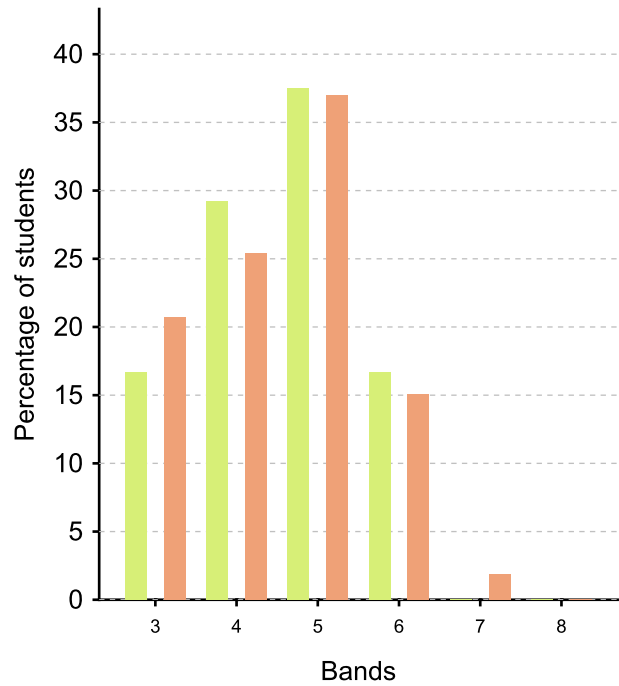
**Percentage in bands:**  
Year 5 Grammar & Punctuation



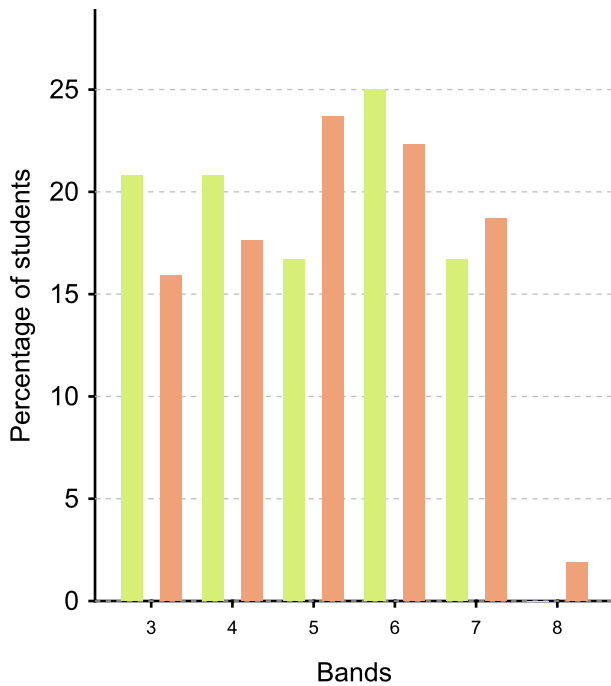
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



*Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.*

The percentage of Year 3 students in the top two bands for Reading was 35% and 13% for Numeracy. The percentage of Year 5 students in the top two bands for Reading was 28% and 16% for Numeracy.

## Policy requirements

### Aboriginal education

Aboriginal education, content and meeting of outcomes is integrated across all Key learning areas with specific activities as part of our interest groups. All Aboriginal students have a learning plan which is visited each term. Additional support is provided from our Learning and Support teacher. During 2017, funds were sourced from our Equity and Aboriginal background allocations to support their learning needs and development of personal learning plans. These students were also given more teacher support with, LST teachers and our team of School Learning Support Officers.

### Multicultural and anti-racism education

We aim to ensure we have culturally inclusive classrooms to support the diverse cultures in our school. Once again our school provided many cultural opportunities to foster students' understandings and experiences relating to cultural diversity, the prevention of racism and the multicultural society to which we belong. Each class experienced activities from many

societies and during Harmony Day, students presented what they learnt about cultural diversity.