

2020 Annual Report

Tallong Public School



3154

Introduction

The Annual Report for 2020 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 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.

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Message from the principal

Tallong Public School prides itself on our shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations. While we pursue academic excellence, we also aim to motivate and empower students to be lifelong learners, critical thinkers and productive members of an ever-changing global society.

2020 was certainly a disrupted year, however, our students and families showed great resilience over the learning from home phase. Our dedicated team of teachers continued to provide engaging lessons for students and ensure they were still engaging with learning content.

I am exceptionally proud of the significant accomplishments of our students, staff and the results Tallong Public School achieved throughout the 2020 school year. Our students who sat the 'Check in assessment' not only achieved higher grades than statistically similar school groups (SSSG) but also outdid state scores in Reading which is a huge accomplishment and confirmation that Tallong Public School is staying true to our motto 'Desire To Do Well'.

We are incredibly grateful for the ongoing support provided by the P&C and opened our two new outdoor learning spaces in 2020 which would have been financially unviable without the significant contribution of funds from our wonderful P&C.

Miss Morrow

Principal

School vision

At Tallong Public School our vision is for committed teachers to collaboratively develop their teaching practice and in partnership with the community, support every student in achieving their learning potential and acquire skills that prepare them for the future. We aim to develop creative individuals who are committed to practices that lead to well-being of self and others.

School context

Tallong Public School is a small rural school, situated within the Goulburn network of schools. The school is supported by the community and an active and committed Parents & Citizens organisation. The school is also part of the Bong Bong Executive Network. The village is a growing population and school enrolments have risen dramatically over the past few years with 3 multi-stage classes. An Early Learning Hub (Playgroup) encourages parents and pre-school children to participate in structured activities one morning per week in preparation for school.

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 school plan and annual report.

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.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching

Purpose

To build the capacity of teachers through shared expertise and professional learning to respond to the needs of every learner in literacy and numeracy.

Improvement Measures

Increased % of students average scaled score in PAT Reading..

Increased % of students average scaled score in PAT Maths.

Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.

All staff engage in professional dialogue, collaborative practice and data use as measured by confidence / satisfaction surveys.

Progress towards achieving improvement measures

Process 1: Collaborative practice

Planned combined professional learning meetings across BBLC. BBLG collegially developed protocols for observations and feedback. Teachers participate in classroom planning, observations and feedback across the BBLC schools based on PDP goals aligned to the Professional Standards. Planned stage based meetings for consistent teacher judgement.

Evaluation	Funds Expended (Resources)
The staff at TPS were able to complete aspects of our goal around Consistent Teacher Judgement however as a result of COVID-19, we were unable to meet collaboratively with other schools for the planned professional learning. We did however attempt as much online learning as was available to assist with this. We will be establishing relationships and professional learning through the Challenging Learning Project during 2021 with other schools from both the Goulburn and Wollondilly networks.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$7416.00)

Process 2: Using data to inform practice

Collection of baseline data across schools in the form of surveys. Quality professional learning provided to teachers in the effective use of data. All schools to complete PAT comprehension and Maths in Term 4. Regular stage meetings for teachers to share and analyse data.

Evaluation	Funds Expended (Resources)
During 2020 we continued to teach and monitor progress despite variation in teaching contexts. We used a range of standardised assessments, this included Check-in assessments, PAT data, standardised testing, in school numeracy, reading and writing data to collaboratively analyse data to inform teacher practice. After analysing the data, staff used this data to continually update their teaching and learning programs and also tailor Personalised Learning Support Plans (PLSP's) for identified students.	PAT assessments \$347

Strategic Direction 2

Wellbeing

Purpose

To embed wellbeing as a cornerstone to enable students to flourish.

Improvement Measures

2018 parent/teacher/student surveys demonstrate that every parent, student and staff member has an understanding of the Wellbeing Framework for Schools and of the concept of wellbeing and its close link to learning..

By 2020 at least one parent of each family is represented at parent/teacher/ student interviews. Attendance rates at parent forums, meetings and social gatherings increase measurably.

Attendance and punctuality rates for all students improves with a target of no unexplained absences by 2020

100% of classroom observations and student ILPs and PLPs demonstrate that students are supported to attain their personal learning goals.

2018-2020 All students have the opportunity to participate in school decision making through an effective Student Representative Council as recorded in its meeting minutes.

Progress towards achieving improvement measures

Process 1: Positive psychology

- Embed positive psychology in all aspects of Tallong Public School life for **students, staff** and the **community**.
- Actively cultivate the dispositions of optimism, resilience, determination and compassion for others in interactions and learning experiences.

Evaluation	Funds Expended (Resources)
2020 was a very complex year due to Covid-19. Some staff commenced the 'Smiling Minds' program to support student mental health. We also commenced PBL reload training to strengthen our whole school wellbeing processes. This will remain a priority for the 2021-2024 Strategic Improvement Plan.	All resources were provided online and were at no additional cost to the school.

Process 2: Equity

- Educate students in issues of gender, identity, diversity and equality.
- Create leadership and character development in all students that strengthen student voice, build individual confidence and discover their talents and strengths.
- Equip students with tools and strategies to navigate the challenges of life.

Evaluation	Funds Expended (Resources)
Due to Covid-19, TPS students were restricted in their external opportunities. However, staff worked hard to equip students to navigate the challenges of the 2020 school year resulting in students developing confidence and discovering their inner resilience.	Resources were provided online and were at no additional cost to the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • (\$0.00)	No equity money was provided in 2020 for Aboriginal Loading as there were no identified Indigenous students in 2019.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$28 326.00)	<p>Funds were used toward employing Student Learning and Support Officers and a Learning and Support teacher.</p> <p>Learning and Support Teacher provided regular timetabling of support to students requiring additional support. Review meetings were held for students requiring extensive adjustments to evaluate student progress towards personalised learning goals.</p> <p>School Learning and Support Officers implemented personalised learning and support to students in their own classrooms.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$10 938.00)	The Instructional Leader (IL) position was created to lead the professional learning of teachers in effective literacy and numeracy teaching practices. The IL identified key areas for targeted focus through data analysis. The IL worked in classrooms, shoulder to shoulder with teachers and students to differentiate instruction and strategically plan, implement, monitor and adjust practice.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	42	44	44	42
Girls	23	23	20	20

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	96.4	89.5	92.4
1	90.6	90.9	92.3	91.3
2	93.2	92.1	90.5	93.5
3	94.8	90.2	90.6	92
4	95.5	92.8	68.1	93.4
5	96	92.6	92.6	91.7
6	93.4	94.1	89.6	93.6
All Years	93.7	92.7	89.4	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	133,335
Revenue	882,891
Appropriation	842,257
Sale of Goods and Services	1,200
Grants and contributions	39,233
Investment income	201
Expenses	-859,293
Employee related	-732,937
Operating expenses	-126,356
Surplus / deficit for the year	23,598
Closing Balance	156,933

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.

	2020 Approved SBA (\$)
Targeted Total	19,363
Equity Total	71,812
Equity - Aboriginal	0
Equity - Socio-economic	40,463
Equity - Language	0
Equity - Disability	31,349
Base Total	682,188
Base - Per Capita	15,392
Base - Location	8,162
Base - Other	658,635
Other Total	29,532
Grand Total	802,895

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

TTFM parent survey reflection

- I feel welcome when I visit the school. 9.3
- I can easily speak with my child's teachers. 8.8
- I am well informed about school activities. 8.6
- Teachers listen to concerns I have. 8.4
- I can easily speak with the school principal. 9.0
- The school's administrative staff are helpful when I have a question or problem. 9.6
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 8.6
- I am informed about my child's behaviour at school, whether positive or negative. 8.0

TTFM student results

Above NSW Govt Norm

- Positive behaviour at school
- Effort
- Positive teacher relations
- School pride

TTFM Teacher survey results

Above Govt Norm

- Leadership
- Learning Culture
- Parent Involvement
- 100% of staff feel school leaders are leading improvement and change and clearly communicate the strategic vision and values for our school.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.