

Toomelah Public School

2019 Annual Report



3239

Introduction

The Annual Report for 2019 is provided to the community of Toomelah 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.

School contact details

Toomelah Public School
off Old Bruxner Hwy
Boggabilla, 2409
www.toomelah-p.schools.nsw.edu.au
toomelah-p.school@det.nsw.edu.au
07 4676 2223

School background

School vision statement

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who have strong family relationships, social and communication skills and are proud advocates for positive change in their community and across the world.

School context

Toomelah Public School is one of fifteen schools in the state that are a part of the Connected Communities program. As a Connected Community School, Toomelah Public School is staffed with an Executive Principal and a Leader Community Engagement. There are approximately 42 students, all of whom are Aboriginal. The Connected Community strategy positions the school as a community hub. It broadens the influence of the community and school leadership, to play a part in the delivery of key services and supporting children and young people from birth through school and into further training, study and employment.

Toomelah Public School has a focus on wellbeing, community engagement and quality teaching and learning. Language and Cultural teaching is a feature of the school. Students have weekly lessons delivered by the Aboriginal Education Officer. In 2013 the school initiated its Positive Behaviour for Learning (PBL) program. In collaboration with the broader Toomelah community, it sought to reaffirm the school's core values. Together it was agreed that, above all else, the school would strive to instil students with a sense of Pride, Safety, and Respect. The school is student-focused and the provision of a diverse and innovative curriculum delivered through quality, evidenced based classroom teaching.

Our experienced, enthusiastic and motivated staff are highly trained and experienced professionals who work together to ensure they support each other, our students and our families.

TPS is an Early Action For Success School. An Instructional Leader has been appointed two and a half days a week, and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from Kindergarten to Year 2.

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/school-excellence>

Strategic Direction 1

Learning: Self-motivated, engaged learners

Purpose

Self-motivated, engaged learners.

Our purpose at Toomelah Public School is to develop students who are self-motivated learners, confident creative individuals with personal resources for future success and wellbeing.

Improvement Measures

Literacy and Numeracy:

All students plotted on ACER Learning Progressions. Increase in the percentage of students demonstrating expected growth in literacy and numeracy. (One year's growth for one year's instruction)

100% of students have co-developed with carers and teachers Personalised Learning Pathways utilising the MGOALS platform and can articulate where they are, where they are going and what they need to do to get there.

80% of students in the Learning Centre show increased engagement evidenced by reduced behaviour issues and improved student outcomes.

100% of students engage in Three Way Interviews with parents and carers.

Progress towards achieving improvement measures

Process 1: **MGOALS:**

Develop, plan resource MGOAL implementation(including physical and human), implement and review.

Evaluation	Funds Expended (Resources)
<p>Questions: To what extent have parents accessed and engaged with MGAOLS?</p> <p>To what extent have teachers accessed MGOALS with their students?</p> <p>Data: Student timeline, survey, log in details,</p> <p>Analysis: Parents attended professional learning on MGAOLS delivered by AECG. A tailored proforma was developed to be utilised across the school.</p> <p>100 percent of students developed a Personalised Learning Pathway.</p> <p>Implications: Create opportunities for parents to engage in the classroom and participate in MGOAL development.</p>	<p>The state AECG supported through the provision of a staff member to provide professional learning.</p> <p>Teacher time for Lead Teacher</p>

Process 2: **Three Way Interviews:**

Design, implement and review Three Way Interviews.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p>To what extent are parents attending open classroom events and engaging in conversations about the ongoing and immediate learning needs of their child?</p> <p>To what extent can CRTS and SLSOs engage in conversations about the ongoing and immediate learning needs of a student with the student's</p>	<p>Nil</p>

Progress towards achieving improvement measures

parents?

To what extent are students willingly and enthusiastically able to share their learning successes and future learning goals with their parents/carers?

Data: Parent participation rates, observations of open class dialogue, teacher and SLSO feedback.

Analysis: Due to staff changes this area was not attempted.

Implications: Revisit in Semester two 2020.

Process 3: *Restorative Practice:*

Staff engage in professional learning around restorative practice then plan for and implement.

Evaluation	Funds Expended (Resources)
This area was delayed until 2020 to be included in the Berry Street Education Model	Nil

Process 4: *Plan B:*

Staff engage in professional learning around Plan B then plan for and implement.

Evaluation	Funds Expended (Resources)
This area was delayed until 2020 to be included in the Berry Street Education Model	Nil

Process 5: *Learning Centre:*

Resource and establish Learning Centre.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent has the LC impacted the engagement of students?</p> <p>Data: Learning Centre Progressions</p> <p>Findings: The Learning Centre Guidelines were examined and it was determined that the LC was not aligning with the guidelines.</p> <p>Analysis: The LC is to be remodelled in 2020 to promote engagement, through culture with a focus on oral language. Oral Language data to be collected in term one to provide base line.</p>	<p>Learning Support Team to review Learning Centre Guidelines and plan appropriately.</p> <p>\$100 000 for teacher</p> <p>\$50 000 for Student Learning Support Officer</p>

Process 6: *Literacy and Numeracy:*

Literacy and Numeracy Learning Progressions profiles are developed and used by staff in order for them to know their students and to plan and differentiate explicit teaching strategies according to their level of need.

Evaluation	Funds Expended (Resources)
<p>Question: All students are placed on the Oral Language Progressions?</p> <p>To what extent do teachers use the progressions for the next step in learning. All teachers placed all students on the Oral Literacy Learning Progressions once.</p>	Oral Language progressions.

Progress towards achieving improvement measures

Data: Learning Progressions, survey teachers

Findings: All students were placed on the Oral Language progression.

Implications: Oral Language was identified as a major area to undertake professional learning on as well maintain a focus with students to build a strong foundation for reading and writing. Oral Language progression data is to be collected in semester one 2020.

Next Steps

A whole school focus on Oral Language to support the structures to enable the further growth of student learning outcomes for students reading and writing.

Collect Learning Progression data in the three areas of Oral Language in addition to the reading and writing progressions.

Teachers use the learning progressions to inform their knowledge of the zone of proximal development for each student to ensure optimum conditions for growth. Teachers plan forward in small increments.

The Learning Centre will be reconfigured to a Cultural Learning Centre where Oral Language will form a building block for improved reading and writing. Cultural Learning will provide the vehicle for the oral language learning.

Staged implementation of Berry Street Education Model will commence in 2020. This will be initiated through a whole staff professional learning the two days prior to the commencement of the school year.

Strategic Direction 2

Teaching: Great Teachers Enable Great Learners

Purpose

Great teachers enable great learners.

Our purpose at Toomelah Public School is to develop collaborative teachers who evaluate effectiveness of their teaching practice and who share responsibility for student improvement.

Improvement Measures

100% of teachers show expert use of feedback and formative assessment that are observable in all contexts evidenced by classroom observations, work samples and teacher self-reflection data.

All teachers demonstrate research based best practice in planning and teaching.

100% of teachers use Restorative Practice, 10 Essential Microskills and Plan B to promote student's ability to regulate their own behaviour.

Progress towards achieving improvement measures

Process 1: *Assessment Plan*

Develop school assessment plan including qualitative and quantitative assessments based on NESA requirements.

Evaluation	Funds Expended (Resources)
Question: Extent to which the assessment plan is designed and implemented Data: Document/teacher planning Analysis: Findings: Implications: Deferred to 2020	Nil

Process 2: *Research Based Best Practice*

Research based best practice embedded in whole school approach.

Evaluation	Funds Expended (Resources)
This area is to be a focus in 2020. Berry Street Education Model and Quality Teaching Rounds.	Nil

Process 3: *Behaviour Teaching and Support*

School wide practices for behaviour development documented and embedded in school practice.

Evaluation	Funds Expended (Resources)
Question: To what extent do staff use best practice behaviour management strategies and what impact has this had on student engagement in their classrooms and in the playground? Data: Dhirrabbu tally for all staff for the term; lesson observations, behaviour referral analysis from teachers	Staff Development Day professional learning for all staff.

Progress towards achieving improvement measures

Findings: All teachers have included Individual Behaviour Management Plans for students. All staff completed 10 micro–skills training and are encouraged to implement.

Berry Street training booked for Staff 'staff Development Days 2020.

Implications: Berry Street Education Model to provide the structure for the refreshed Student Wellbeing Plan. A whole school BSEM guide developed in addition to a focus on TIER 3 Positive Behaviour For Learning Implementation.

Process 4:

Evaluation	Funds Expended (Resources)
NA	NA

Next Steps

Supporting students to engage in learning that is targeted to the zone of their proximal development. The Research based Berry Street Education Model will inform whole school practice. In addition Tier 3 PBL training will be a major focus for school staff to ensure that students needs are catered for.

A whole school assessment plan will be developed in term one 2020. This plan will provide for the collection of student data for collaborative viewing and next steps formation.

There will also be continued focus to provide professional learning for non–teaching staff to build strength, capacity and ownership in supporting student learning.

This will include MAPA training, BSEM and the PATCH program.

Strategic Direction 3

Leading: Distributed Instructional Leadership

Purpose

Distributed Instructional Leadership

Our purpose at Toomelah Public School is to develop leaders who work with—in and beyond the school to develop a community of shared understanding that supports a culture of high expectations and continuous improvement.

Improvement Measures

Embedded and explicit systems for focussed teacher/executive collaboration with in the school and across the local network and Connected Communities to analyse data, share best practice and collaboratively plan, implement and evaluate in targeted areas.

Toomelah Public School is recognised as proactive and responsive to the needs of the community. This is clearly evident in Tell Them For Me surveys and school satisfaction surveys.

Targeted university partnership and research have resulted in differentiated strategies to meet identified student needs.

Sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework V2.

Progress towards achieving improvement measures

Process 1: *Community Engagement Plan*

Collaboratively develop Community Engagement Plan.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent has the Community Engagement Plan been written, reviewed and implemented. What extent is the community satisfied with their involvement in school business.</p> <p>Data: Community Engagement Plan</p> <p>Community engagement increased with planning around bringing the community into the school through fortnightly 'Yarn UP'. The school reference group met once a fortnight to support the Executive Principal. The Toomelah Community strongly supported school events.</p> <p>Implications:</p> <p>Findings: Community Engagement Plan has been constructed with stakeholders. It is ready to implement in 2020.</p>	Leader Community Engagement

Process 2: *Teacher Development*

Develop, record and implement teacher development plan inclusive of Performance Development Plan, Learning Walks and other observations as well as formative assessment of programs every two weeks.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent do all staff have an active PDP?</p> <p>Data: PDP Checklist</p> <p>Findings: Staff engaged with the PDP process to identify learning goals to support them in continued development in their roles.</p>	Principal and Assistant Principal time.

Progress towards achieving improvement measures

Implications: All staff need to complete a PDP for 2020 linked to the school plan and the departments strategic plan. The goals need to be completed by mid term one.

Process 3: *Professional Learning Communities*

Develop relevant professional learning communities based on school need.

Evaluation	Funds Expended (Resources)
Deferred to 2020	

Process 4: *Research*

Collaborate and support University of Sydney Research staff to progress study and implement findings.

Evaluation	Funds Expended (Resources)
Question: To what extent have collaborations with University partners developed. Data: Findings: Implications: This goal is to be developed in 2020 through Quality Teaching Rounds	Nil

Next Steps

In 2020 a Professional Learning Community for the Berry Street Education model will be developed with Boggabilla Central School staff with the aim of targeting and reflecting on best practice.

Enhanced leadership structures will be put in place for 2020.

Community members will be encourage to engage in The Learning Centre to share cultural knowledge and understandings.

Develop and implement Quality teaching rounds in Toomelah Public School.

Research projects with Sydney University will be undertaken.

The Community Engagement Plan will be reviewed and enhanced.

All staff will target professional learning goals in their PDP's.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$141562</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$141 562.00) 	<p>Question: To what extent did Toomelah children attend the Toomelah Public School Transition to School Program?</p> <p>How did the Transition to school program impact on children's readiness for big school?</p> <p>DATA: Attendance data for transition? Statement of impact by Early Childhood teacher.</p> <p>FINDINGS: The Early Childhood Centre was supported by the local families. The children were mostly brought to Transition by their fathers and then picked up by their fathers. Attendance was on the whole very good. The students who attended the Early Childhood Centre showed greater readiness for Kindergarten.</p> <p>IMPLICATIONS: The Early Childhood Centre will continue in 2020. Additional funding will need to be sought to support the employment of a teacher and a Student Support Learning Officer.</p> <p>SLSO Program</p> <p>QUESTION: To what extent did SLSO engagement impact on student learning?</p> <p>DATA: Behaviour referrals and L3 Reading and Writing data every 5 weeks.</p> <p>FINDINGS: SLSO's have a positive impact on student learning, engagement and behaviour.</p> <p>IMPLICATIONS: Provision of SLSO support in each classroom where possible.</p>
<p>Low level adjustment for disability</p>	<p>Wellbeing teacher, Speech SLSO,</p> <p>Vehicle and staff costs for attendance at appointments.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$59 734.00) 	<p>QUESTION: What impact has the speech program had on student speech outcomes?</p> <p>DATA: Speech assessments and results.</p> <p>FINDINGS: The speech initiative continues to have a positive effect on student speech outcomes. Productive meeting were held between the SLSO, Learning Support Teacher and Speech Therapist.</p> <p>IMPLICATIONS: Increase the number of speech SLSO's to deliver the speech service in 2020. Classroom teachers plot all students on the Oral Language progressions in 2020.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 510.00) 	<p>QUESTION: Were casual staff employed to supply planning and mentoring time for teachers.</p> <p>DATA: Staff sign on registers</p> <p>FINDINGS: Due to illness and other factors all casual staff were used in day to day relief in terms three and four. Terms one and two staff</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 510.00) 	<p>were released to work together. No additional casual staff are available in the area.</p> <p>IMPLICATIONS: An additional internal relief staff member will need to be employed for 2020 to provide internal relief for teachers.</p>
Socio-economic background	<p>Wellbeing teacher</p> <p>Student Support Learning Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$112 790.00) 	<p>Provision for excursions and incursions for students, provision support health and wellbeing support.</p> <p>Wellbeing Teacher engaged.</p>
Support for beginning teachers		<p>No beginning teachers</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	22	15	16	19
Girls	19	17	20	23

Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.4	87.5	87.3	68.8
1	88	87.5	85	80.1
2	87.6	89.8	81.2	92.2
3	88.4	88.3	87.2	72.7
4	97	88.3	93.6	89.5
5	94.8	92.7	94.9	86.3
6	89	90.9	89.3	78.5
All Years	90	89.3	87.6	80.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

The overall school attendance was negatively impacted by a few families that spent time interstate or away from Toomelah. In addition some students did not return to school promptly from other destinations after school holidays.

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)	2.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.9
Other Positions	1

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	571,232
Revenue	1,768,462
Appropriation	1,685,865
Grants and contributions	79,920
Investment income	2,677
Expenses	-1,691,632
Employee related	-1,474,221
Operating expenses	-217,411
Surplus / deficit for the year	76,830

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.

	2019 Approved SBA (\$)
Targeted Total	39,614
Equity Total	315,996
Equity - Aboriginal	141,562
Equity - Socio-economic	112,798
Equity - Language	1,902
Equity - Disability	59,734
Base Total	447,997
Base - Per Capita	8,447
Base - Location	43,941
Base - Other	395,608
Other Total	475,646
Grand Total	1,279,253

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2019 Summary

The Tell Them From Me survey is conducted each year with students in Year Four, Five and Six to gain an insight on the school effectiveness and where school improvements could be made. In 2019, 92% of students participated in sports, including swimming and basketball. All participating students felt they were accepted and valued by their peers and others at school. 100% of the students believed that school helps them in everyday life and all the students were interested and motivated in their learning. Each of the students gave 100% effort to succeed in their learning.

In English and Maths, 69% of students believed they had high skills in each yet were also challenged, whereas 23% of students believed they had high skills in these subjects but did not find the classes challenging. Students thought that their learning time was effective and concepts well taught, the teacher instructions were relevant and the classroom well organised. All students felt confident in their skills.

Students felt that there was good teacher–student relationships where their needs were met and that someone was available for advice and support. They believed the teachers set high expectations for all students to succeed. 92% of the students felt good about their culture at school and 100% of the students felt the teachers had a good understanding of Aboriginal culture. Only half (50%) of the students thought they would go to university and 67% would continue to pursue their goals and complete them.

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.