

Tamworth South Public School

Annual Report

2016



3882

Introduction

The Annual Report for 2016 is provided to the community of Tamworth South 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.

Jeremy Mills

Principal

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Message from the Principal

Throughout 2016, students at Tamworth South Public School have continued to display growth in academic, sporting and creative pursuits.

Our school fosters quality teaching and learning programs with a strong emphasis on literacy and numeracy, with opportunities for students to participate in many extra-curricular programs and activities.

The staff participated in intensive professional learning opportunities throughout the year at school, across our community of schools and interstate. The purpose of this learning was to create a culture of continuous improvement, focusing on high expectations in teaching and learning.

Our school continues to focus on the development of the whole child. Strong and effective student welfare programs permeate all school programs. We have a strong K6 ethos fostered through our buddy programs, K6 "fun days", whole school assemblies, celebrations and school functions.

Our school maintained 32 classes throughout 2016, with many new families being warmly welcomed to our school community. I thank staff members and parents for the way we work together to create a positive and supportive learning environment in which all children are encouraged to aim high and give of their best in all their endeavours.

Tamworth South Public School continues to maintain excellent resources and opportunities for students to utilise technology in learning. In 2016 we continued to develop our literacy and numeracy resources and began to replace much of our aging whiteboard infrastructure.

Our NAIDOC week celebrations culminated in the establishment of our 'Songlines' Garden which, over time will become a feature demonstrating our connection with broader community and the Aboriginal culture.

I would like to thank the school community who supported the students and staff through their participation in school programs and activities, P&C, fundraising, canteen, uniform shop, home reading, sport, carnivals, costuming, concerts and various other committees and programs. Your assistance is necessary for the continued success of our school.

Message from the school community

I would like to thank the previous committee and P&C members for their contributions throughout the year. It has been a challenging but rewarding year for all of us.

As a first year president of any P&C, at times I have found the job extremely challenging, but also very rewarding. I have been able to forge new ties with the community from a parents' perspective. I have also seen and would like to acknowledge the difficulties that face our P&C on a regular basis, particularly with those parents who want to help but are time poor.

2016 was an extremely successful year for our P&C financially. This year we have made \$16855.64 from the following fundraisers, just to name a few.

- Country Music Festival;
- Mother's Day Stall;
- Father's Day Stall; and
- Fete and 60th Anniversary Calendars.

At this point I would like to thank the following people for their concerted efforts in supporting our association in 2016.

- To the P&C members and the school community who supported the stage welcome BBQ's;
- Chris Knee and her volunteers in the canteen for their tireless efforts in supporting our staff and students each and every day.
- The Fete and 60th Anniversary Committee for the outstanding work organising such a successful anniversary fete.
- Thank you also to Mick Mehrton for arranging the Time Capsule which was a significant part of our celebrations.
- Julie Craigie for volunteering her time to keep the Clothing Pool operating five mornings a week.
- Melissa Moore and Katrina French for their contributions in our fundraising efforts.
- To the P&C members and parents who donated their time to sell books at our Grandparents Day.
- Robyn Barnes for volunteering her time to prepare our audit report.

In conclusion, I would like to thank the P&C for their support of me in my role as president. I will not be continuing as president for this year as I feel the role should be shared around, but I offer my support to whoever takes on this position.

Louise Woods

School background

School vision statement

Tamworth South Public School is a vibrant, innovative learning community, committed to personal excellence through an active demonstration of Respect for Self, Others and School.

Every student has the opportunity to achieve their personal best in a supportive, active environment that supports individualised engagement and meaningful learning.

Tamworth South works together to ensure teachers, students and families are supported and recognised as important members of our community.

School context

Tamworth South Public School is one that has changed significantly within a short period of time.

Enrolment in 2015 was 720 students including: 5 special education classes; a GAT (Gifted and Talented) class, a senior Behaviour Class (CCO– Choice Change and Opportunity) an Early Intervention class and 2 IO classes. These classes operate as regional resources (eligibility determined by a panel following application).

The schools actual enrolment in 2016 was 703 students. This was due to an anticipated decline in numbers as the second last 'Early Starters' group left primary school.

This shift is expected to continue into 2017 as the school begins to settle on 90 enrolments per grade.

The school's demographics are changing considerably with a trend towards an increase in LOW SES families. the school's FOEI in 2015 was 132. IN 2016 the FOEI is 136 with an expected increase in this trend based on the enrolment intake.

Our Aboriginal and Torres Strait Islander population continues to grow in percentage compared with the overall population. In 2015 our total population was 32%. In 2016 the overall population grew to 35%. This trend is expected to continue at Tamworth South.

The schools general NAPLAN performance indicates that students average growth between year 3 an year 5 in both literacy and numeracy is meeting state expectations however, school results are below state average when individual performance measures are applied.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In the domain of **Learning**, our school focused on improving and developing **Curriculum and Learning**.

The following descriptors best describe our position using the school Excellence Framework.

- The school provides a range of extra curricula offerings for student development.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- School plans and elaborates on what students are expected to know, understand and do.
- There are systematic policies, programs and processes to identify and address student learning needs.

In the domain of **Teaching**, our school focused on improving **Data skills and Use** and **Professional Standards**

The following descriptors best describe our position using the school Excellence Framework.

- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.
- The school leadership team engages the school community in reflecting on student performance data.
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond the classroom to contribute to broader school programs.

In the domain of **Leading**, our school focused on improving **Leadership; School Planning, Implementation and Reporting** and **School Resources**

The following descriptors best describe our position using the school Excellence Framework.

- Leadership development is central to school capacity building.
- The school solicits and addresses feedback on school performance.
- Staff have purposeful leadership roles based on professional expertise.
- The school is committed to the development of leadership skills in staff and students.
- There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements.
- Use of school facilities is optimized within the local community, to best meet the needs of students and the local community.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEARNING

Purpose

Learning is the critical element for all of the students that attend T.S.P.S. Excellence in teaching, using explicit, guided and modeled strategies within the framework of Australian Curriculum and NSW syllabus will lead to improved learning for every student, regardless of background.

The provision of learning conditions to support quality learning through Positive Behaviour for learning will result in successful, responsible, respectful learners.

Our children, as learners will be literate, numerate, creative and cooperative.

Overall summary of progress

The school's focus on the formalisation and consistency of use regarding PLAN data to inform teaching and learning has resulted in improvements in programming for differentiation. The available information is used effectively by all staff to determine areas of need on whole school basis., determine goals and targets for students at risk via the learning and support team and to provide key milestones for student based assessment using the standards framework for each curriculum.

The Learning and Support team have worked collaboratively with all teaching staff. As a result there has been an Increase of I.L.P. (Individual Learning Plan) development by classroom teachers. All staff demonstrate an understanding of children who require significant adjustments to learning and share information effectively with Learning and Support Team.

There is increased evidence of staff differentiating the curriculum for students on a more regular basis. In addition to the differentiation of the formalised curriculum, there is evidence to support the increased development and use of risk and behaviour management plans to support individual students.

The P.B.L. committee following as evidenced in the School Evaluation Tool has continued to achieve positive results for the development of the 'right' conditions for learning. In 2016 the team focused on the development of structures and strategies to support the social and emotional development of students through the social skills program and began to develop agreed structures to enhance welfare and discipline of students within the classroom environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Focus on Literacy and Numeracy An increase from below 60% (average 2015/2016) to 70% percent of students achieving equal to or greater than expected growth in NAPLAN from year 3 2015 to yr 5 2017.PLAN data analysis indicates an improvement from an average of 60% in reading K–3 to an average of 70% of students at Literacy reading by end of 2017.PLAN data analysis indicates an improvement from an average of 65% in number K–3 to an average of 75% of students at numeracy (number) by end of 2017.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle. There is increased evidence of staff differentiating the curriculum for students on a more regular basis. Staff are familiar with and are using behaviour and risk management plans more effectively. Staff need to ensure that communication meetings with parents become a necessary part of the process. PLP feedback from students, parents/carers, and staff demonstrate achievement of confirmed targets. We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	\$6000.00 Aboriginal background loading \$12500.00 Quality Teaching, Successful Students (QTSS) \$12500.00 Socio–economic background
Student Well being– Learning	• There is increased evidence of staff differentiating	\$21 000 L.A.S.T. F.T.E.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Support As a result of differentiated support for identified students, all students (As recorded through NDC processes), receive tailored learning interventions for educational, social and emotional needs. Student engagement and achievement in their learning is improved and tracked through the ongoing review of IEPs and growth in PLAN.	the curriculum for students on a more regular basis. • Staff are familiar with and are using behaviour and risk management plans more effectively. • Staff need to ensure that communication meetings with parents become a necessary part of the process. • P.L.P. feedback from students, parents/carers, and staff demonstrate achievement of confirmed targets.	0.2: \$4 000 Interviews P.L.P. (casual budget): \$3 400 Training and Development: \$20 000 S.L.S.O. allocation
Student Well-being – PBL. By 2017 respectful students are engaged in their school demonstrated through; 1. A decrease in suspension data on Student Well-being (L.M.B.R.) from 220 days 2014 to 75 days Nov, 2017. 2. A decrease from an average of 20 students daily in 2015 (3%) off-task and out of class to 0.5% students in 2017. <i>Sentral</i> data. 3. 10% (60 students) annual increase in the number of students receiving 'I've been Caught' tickets, for positive behaviours . 4. 5% (30 students) increase in the number of students receiving nominations for P.B.L. 'star of the month' in each stage. 5. 5% increase in the number of students receiving nominations for presentation day awards.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	\$2 500 Student Rewards \$5 000 Staff Development and Training (Newcastle Conference).

Next Steps

In 2017;

- The introduction of E.A.F.S. (Early Action For Success) phase 2 to ensure early identification of the level of attainment in literacy and numeracy of each individual child (K–3).;
- The introduction of the Literacy and Numeracy Strategy – Aboriginal Students 4–6 to increase the proportion of Aboriginal students in the top two bands of NAPLAN.\
- To provide differentiated teaching practice that focuses on the needs of the individual student.;
- To provide targeted interventions in literacy and/or numeracy according to need.;
- To implement the on-going monitoring of student progress against the Literacy and Numeracy Continuums /Learning Progressions; and
- To provide differentiated professional learning for staff in literacy and numeracy.

Strategic Direction 2

CURRICULUM, ASSESSMENT AND PEDAGOGY

Purpose

The core business of teaching and learning is ensuring that mandated curriculum, using school based and DEC assessment frameworks to guide implementation for all students, which will be delivered by teachers who are led competently in implementing Public Schools NSW Strategic Directions in 'fostering quality teaching and leadership'. (Creating Futures together 2015–2017).

Our teachers should look inward and outward to identify both their strengths and areas for development in developing an interdependent culture at the school and wider school community to deliver relevant, challenging and engaging learning experiences.

Overall summary of progress

Curriculum

The school's progress in implementing all mandatory N.S.W. syllabus has been enhanced by the production of school scope and sequences for Mathematics, History and Science and Technology. The school has also begun a detailed analysis of the N.S.W. English syllabus and has commenced developing a school scope and sequence. Currently the school has produced spelling, grammar and punctuation scope and sequences.

Changes to excursion policy are now evidenced and reflect compulsory core studies for History.

During the BOSTES accreditation in 2016 the team eluded to the high quality of the documents produced.

Assessment

The development of consistent teacher judgement K–6 as a process of collaborative professional development using the data and evidence will enhance professional understandings and improvements in teaching for differentiation.

NAPLAN DATA (3/5/7) is being used to identify individual and corporate issues in teaching and learning cycles across all stages and as discussion points to enhance curriculum implementation.

Data is being used regularly to reflect on programming and effectiveness of teaching and learning using literacy continuum.

All staff are uploading DATA to PLAN every 10 weeks minimum. K–2 uploading every 5 weeks.

Staff Performance

Enhancements to the P.D.P. process has led to increased effectiveness and understanding. All staff developed goals and professional learning opportunities from the Management Plan as part of a reflective process in collaboration with their team leaders and mentors.

Visible Learning

All staff use Visible learning strategies to enhance learning intentions for class work and to establish reference criteria for lesson outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Syllabus Implementation. Class program reviews provide	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five	\$28000: Allocated to Teacher Professional Learning for syllabus

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
evidence of staff engagement in the development of syllabus scope and sequence documents, corresponding learning units and assessment schedules for each mandatory syllabus. All staff demonstrate a thorough understanding of mandatory syllabus requirements.	weekly cycle.	implementation and resourcing mandated curriculum.
Performance and Development All staff develop PDPs in collaboration with executive that are aligned to Teaching Standards and School priorities. 1. There is an established and collaborative process for classroom observations and feedback. 2. There is an established and collaborative process for program review and feedback. 3. PL and resources support collective capacity building and succession planning. 4. There is a growing desire for staff to explore accreditation beyond proficient.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	\$14200: Supporting accreditation process at proficiency and lead level and to support one beginning teacher.
Visible Learning. By 2017 respectful students are engaged in their school demonstrated through; 1. A decrease in suspension data on Student Well-being (LMBR) from 220 days 2014 to 75 days Nov, 2017. 2. A decrease from an average of 20 students daily in 2015 (3%) off-task and out of class to 0.5% students in 2017. 3. A 15% increase annually in student awards for Principal awards and class awards for student achievement and engagement.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	\$7000: Collaborative planning time for all stage teams.

Next Steps

Syllabus Implementation

- In 2017 Geography will be implemented with continued emphasis on the English Scope and Sequence completion.

Staff Performance and Development

- In 2017 the introduction of the P.D.P. process for all non-teaching will enhance understandings of the Personal Development Framework for all non-teaching staff.

Visible Learning

- In 2017 there will be continued emphasis on the application of visible learning strategies, success criteria and formative assessment for and of learning.

Strategic Direction 3

DEVELOPING STRONGER PARTNERSHIPS

Purpose

Partnerships form the basis for both developing and enhancing performance. Quality partnerships utilise resources and collective knowledge to improve local and wider community perspectives, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school's vision.

Through developing stronger partnerships with our community, educational opportunities will be strengthened, our purpose as a PBL school will be realised and we will develop interdependence with the wider community in seeking to build ALL learners capacity (staff, parents and students).

Overall summary of progress

Personalised Learning pathways were reintroduced in 2016. Interviews with students and carers were conducted at the beginning of term 2 and revised at the conclusion of 2016.

The Aboriginal language program was introduced to approximately 40 students from kindergarten to year 6. All students had the opportunity of using language for assemblies and major functions.

Communication and formalisation of processes for transition to year 7 with the local high school, ensured smooth transitions for students. Information sharing processes and planned engagement opportunities was of benefit to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personalised Learning Pathways An embedding of Personalised Learning Pathways to ensure 100% of Aboriginal students having a P.L.P by the end of 2017. 75% of Aboriginal students are demonstrating growth equivalent to or exceeding all cohort growth. Personalised learning Pathways are reviewed quarterly, are enhanced through three way interview process and contain achievable, measurable targets specifically tailored for each student. Goals and outcomes for literacy and numeracy for all students 'at risk' are negotiated and tracked using the school reporting and the P.L.P. process.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	\$15 000 implementation for PLP's Staff interviews with parents/ care givers. Employment of A.E.W to support implementation with targeted children NORTA NORTA.
Aboriginal Language An increase in Aboriginal students K–6 from less than 10% in 2014 to 100% of Aboriginal students in 2017 are leading Welcome to Country and engaging in Aboriginal language	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
learning.. Student learning and engagement is tracked by A.E.O. and Aboriginal committee via P.L.P. review, school assembly rosters and in semester 1 and 2. reporting process.	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	
Transitions: Kindergarten and year 6 to 7 By 2017 transition of students to school and to high school will be demonstrated through: <ul style="list-style-type: none"> • Improvements in satisfaction ratings as per the 'Tell Them From Me' survey. • Improvements in Collaborative activities with T.H.S and T.S.P.S. being evident in music, sport and cross cultural activities demonstrated through increased numbers of students making their local high school the first choice school (from 35% in 2014 to 70% in 2017. • All students in kindergarten transitioning to school with additional needs being met through learning and support team and Best Start Assessment. 	We will use the annual milestone improvement plan to operationalise each process. The milestone planning will track evidence of impact on a five weekly cycle.	Employment of Speech pathologist to evaluate targeted kindergarten children– See key initiatives Preparation of take home packs for new kindergarten students \$2500.

Next Steps

Personalised Learning Pathways

- In 2017 the school has embedded a process of review and adjustment for all Aboriginal students that addresses learning, social and emotional needs including specific targets for literacy and numeracy for all students at risk.
- Monitoring of student progress against the Literacy and Numeracy continuums /Learning Progressions;. To provide differentiated professional learning for staff in literacy and numeracy.

Aboriginal Language

- Supporting the introduction of Gamilaroi language using 'Gamilaraay Ma' application for all students
- Supporting 'Yarn Up' community engagement project .in 2017.

Transitions

- Enhancement of feeder high school cross cultural development of a music program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016 the school utilised Aboriginal Equity Loading to:</p> <ul style="list-style-type: none"> • Support the employment of a full time Aboriginal education Officer; • Support the employment of four additional SLSO's for kindergarten transition; • Support the employment of an Aboriginal Education Worker as community Liaison to enhance attendance; • Support the implementation of an Aboriginal Language program; • Support the implementation of Personalised Learning pathways for all Aboriginal student; and • Support NAIDOC week and the establishment of our 'Songlines' Aboriginal garden project. 	<p>\$226 000</p> <p>Please refer to Strategic directions for additional information on specific projects.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$226 000.00)
Low level adjustment for disability	<p>The Learning Support Team in 2016 provided support for teachers, students and parents in ensuring:</p> <ul style="list-style-type: none"> • Differentiated learning occurred for all students through identification, ongoing support, targeted interventions and specialised interventions where necessary; • Behaviour management and risk management plans were tailored for individual needs; • Health care plans and specific information related to individual needs were catered for; and • All staff had the knowledge and capacity to ensure accurate information regarding the National Data Collection for all students with disabilities was uploaded in a timely and accurate manner. 	<p>\$277000</p> <p>Please refer to strategic directions for additional information on specific projects.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$277 000.00)
Socio-economic background	<p>In 2016 LOW S.E.S money's assisted the school in developing the following key initiatives:</p> <ul style="list-style-type: none"> • The completion of resourcing for mandated curricula; • The employment of additional staff for the administration area to improve transition process to L.M.B.R.; • The employment of additional admin staff to the school library for the completion of transition to the Oliver Operating system; • Refurbishment of the library furniture; • The purchase of additional lap-tops computers for stages 1 and 2 (30 in total); • The employment of SLSO's for kindergarten-semester 2; and • The replacement of projectors for Smart Boards(15). 	<p>\$394000</p> <p>Please refer to strategic directions for additional information on specific projects.</p> <ul style="list-style-type: none"> • Socio-economic background (\$394 964.00)
Support for beginning teachers	<p>In 2016 the school engaged one new permanent teacher for which we were provided funds. This teacher, in addition to staff development received assistance in programming, assessment and the processes for completing her personal development plan.</p> <p>The teacher was provided additional release</p>	<p>\$3500</p> <p>Please refer to strategic directions for additional information on specific projects.</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$3 500.00)

Support for beginning teachers	time to observe, plan and program for student needs.	<p>\$3500</p> <p>Please refer to strategic directions for additional information on specific projects.</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$3 500.00)
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	359	363	363	356
Girls	376	356	330	318

The population of Tamworth South remained relatively static for 2016. We welcomed 91 kindergarten students to the school, establishing 5 classes. At the conclusion of 2016, the first of a large cohort (125 students) will transition to secondary school. This will impact the enrolment profile of the school from 2017.

In 2016 our percentage of population for Aboriginal students increased to 34% of the school's total population. This increase is expected to continue into future years.

Student mobility is one that impacts on the school's ability to maintain consistency in programs. Our school, whilst maintaining a relatively static population is affected by a 10% mobility within its population (for 2016– 70 students).

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	92.9	94.3	92.4
1	94	93.2	92.8	92.8
2	92.8	93.8	91.7	91
3	93.1	93.1	91.9	92.4
4	93.7	92.6	93	90.1
5	92.9	94.3	91.6	91.7
6	91.7	91.6	93.8	91.6
All Years	93.2	93.1	92.7	91.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Management of non attendance is critical to the learning of students at Tamworth South. It is very evident that a small population of students affect the overall statistical data for our school, as the majority of students attend school regularly.

The school has detailed processes in place to ensure that timely follow-up occurs. Staff are trained in expected processes and the Learning Support team takes an active role in ensuring that all 'at risk ' students are followed up.

In dealing with the non attenders, the school has employed an additional Aboriginal Education worker who's role it is to contact parents of absentees and, in consultation with the learning support team, informs teachers of the reasons for absenteeism. This information is then coordinated in ensuring that proper processes and interventions are undertaken as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	25.53
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	8.97
Other Positions	0

*Full Time Equivalent

In 2016 the school has four permanent classroom teachers identified as Aboriginal on its staff. In addition to the permanent teaching positions it has 2 permanent non teaching staff of Aboriginal descent , one staff member in an S.L.S.O. Special Education position with the other member of staff being the Aboriginal Education Officer.

In addition to the permanent employees the school has also employed two Aboriginal Education Workers to enhance literacy, numeracy and social skill development K–6 and one NORTA NORTA tutor employed specifically to address students meeting minimum benchmarks in years 4 and 6.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

The school engaged in a range of professional learning activities in 2016 directly linked to the school management plan and directions.

The following whole school activities were undertaken:

1. Completion of all mandatory Training requirements in: Child protection, CPR, Anaphylaxis and First Aide administration.
2. Training and development in Identifying and teaching children with Autism.
3. Training and Development in implementation of mandatory curricula including mathematics, English and History.
4. Production of scope and sequence documents for Mathematics, Science and Technology, History and English (spelling and grammar).
5. Training and development in a Personalised Learning Pathway document for all Aboriginal students
6. Training and development in accessing and using EBS4 (student admin), E-safety, AZT and the Sentral Server.
7. Training and development in developing reports using SENTRAL.

All teams were provided with allocated Stage meeting times for:

1. Developing assessment rubrics;
2. Developing shared programs and assessment plans;
3. Developing Scope and Sequence for curricula;
4. Developing excursion policies and structures to align with the new History syllabus;
5. Developing and enhancing interview processes with parents;
6. Moderation of school work; and
7. Uploading data for National data Collection as a collaborative exercise.

Teacher Accreditation

The school employed a mentor for accreditation processes in 2016. All staff had the opportunity to seek advice and converse about accreditation at proficiency, Highly accomplished and lead levels.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	1 008 005.03
Revenue	6 478 877.31
(2a) Appropriation	6 250 406.04
(2b) Sale of Goods and Services	4 714.31
(2c) Grants and Contributions	211 877.66
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 879.30
Expenses	-6 603 837.86
Recurrent Expenses	-6 633 954.37
(3a) Employee Related	-5 864 535.85
(3b) Operating Expenses	-769 418.52
Capital Expenses	30 116.51
(3c) Employee Related	0.00
(3d) Operating Expenses	30 116.51
SURPLUS / DEFICIT FOR THE YEAR	-124 960.55
Balance Carried Forward	883 044.48

The school's financial management processes are governed by the school's management plan and the focus it represents. The financial management team develops the budget using available data and school needs

We structured our financial determinations in 2016 by firstly determining where our areas of need were, specifically:

- Analysis of school structure and needs in meeting mandatory policy requirements.
- Analysis of student needs in relation to literacy and Numeracy.
- Analysis of Aboriginal Student needs in relation to policy and engagement

In 2016 the school spent money on the following areas:

- Library refurbishment \$20 000 (furniture and technology.
- Removal of infested gum trees (\$80 000)
- Laptop computers stages 1 and 2 (\$15 000)
- Replacement short throw projectors x 15 (\$35

000).

- Additional classroom teacher (\$105 000)
- Additional Learning Support Officer (Aboriginal) \$45 000
- Additional administration staff \$40 000.
- Additional capital works– painting, carpeting, electrical, phone system (\$80 000).

The schools annual sick leave budget was exceeded in 2016 due to a higher than expected rate of illness.

In 2017, use of additional funds will support an additional Aboriginal Education Worker, an upgrade to the lighting and sound system in the school hall and continued refurbishment of the school grounds.

Financial summary equity funding

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

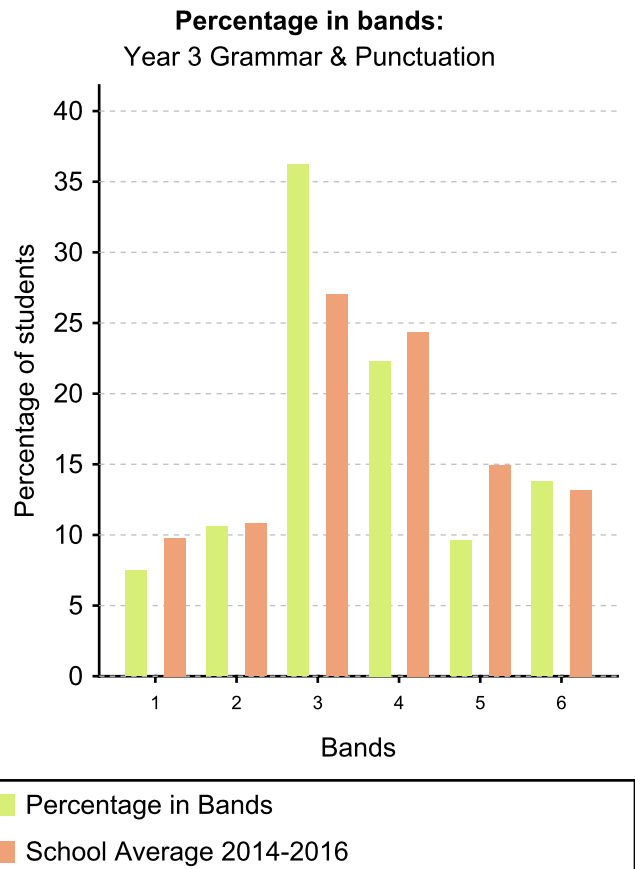
	2016 Actual (\$)
Base Total	4 121 794.96
Base Per Capita	38 013.03
Base Location	5 396.00
Other Base	4 078 385.94
Equity Total	902 322.68
Equity Aboriginal	226 661.49
Equity Socio economic	394 964.90
Equity Language	3 353.21
Equity Disability	277 343.08
Targeted Total	800 358.08
Other Total	195 953.90
Grand Total	6 020 429.61

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.

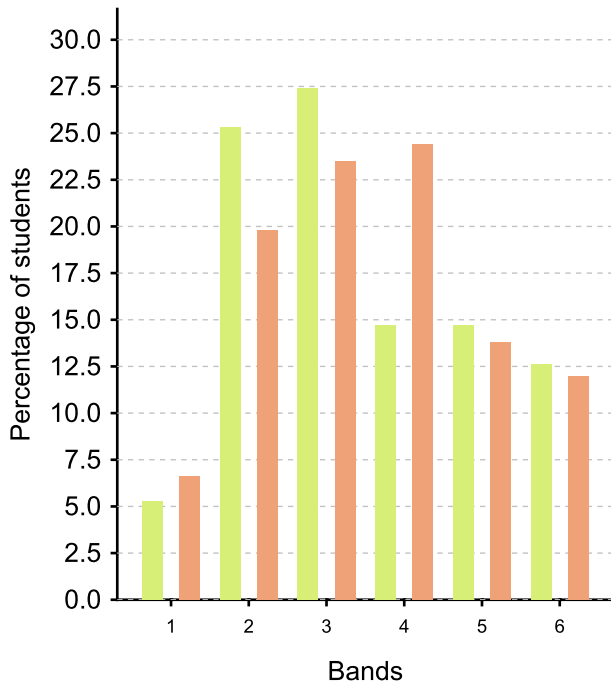
School performance

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.

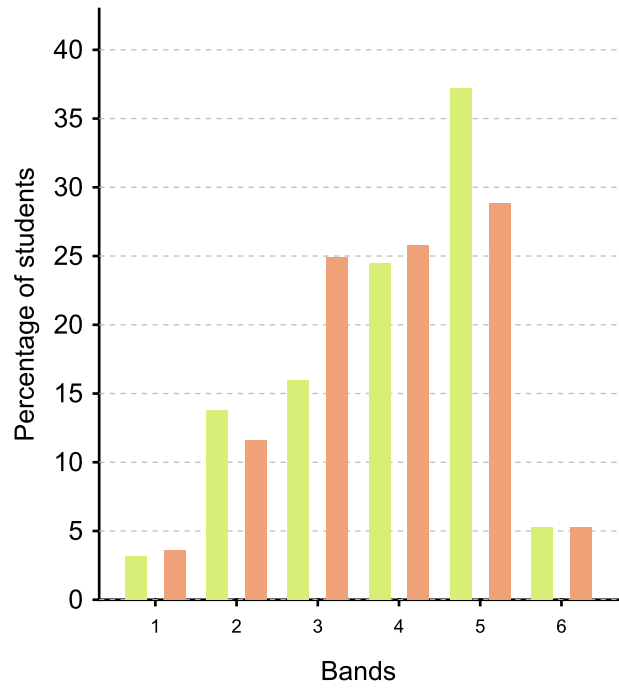


Percentage in bands:
Year 3 Reading



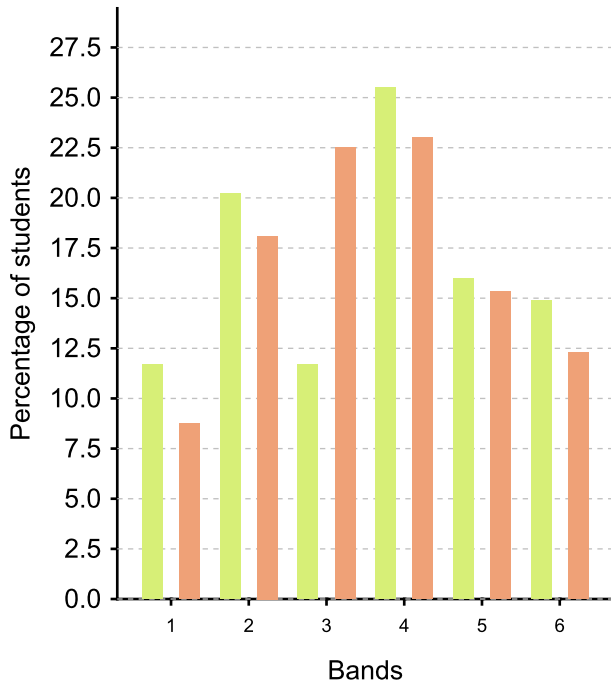
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



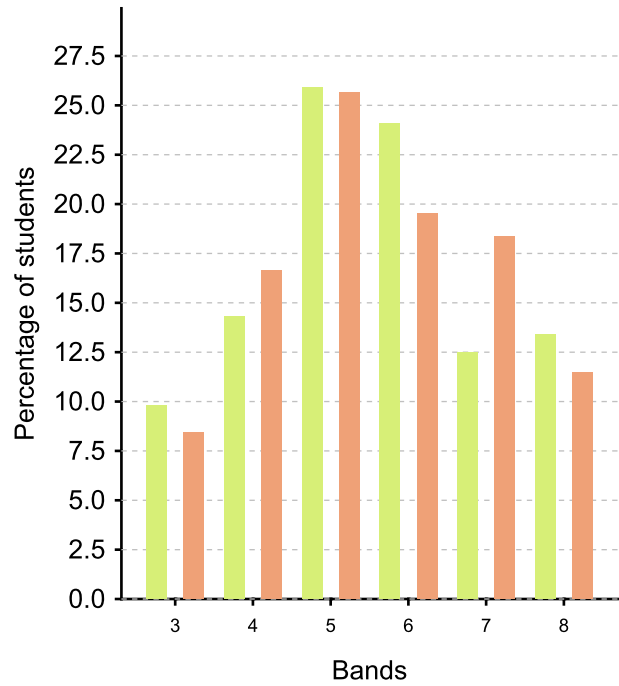
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



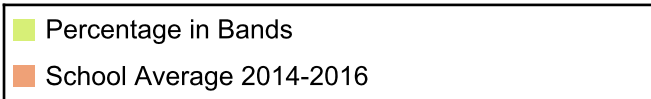
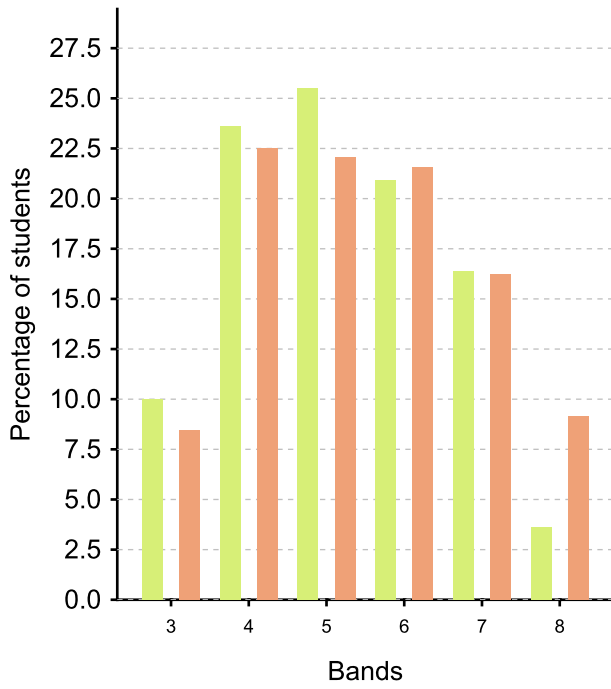
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation

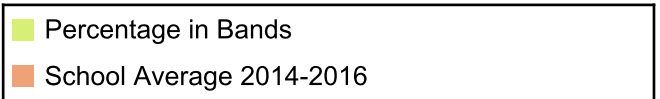
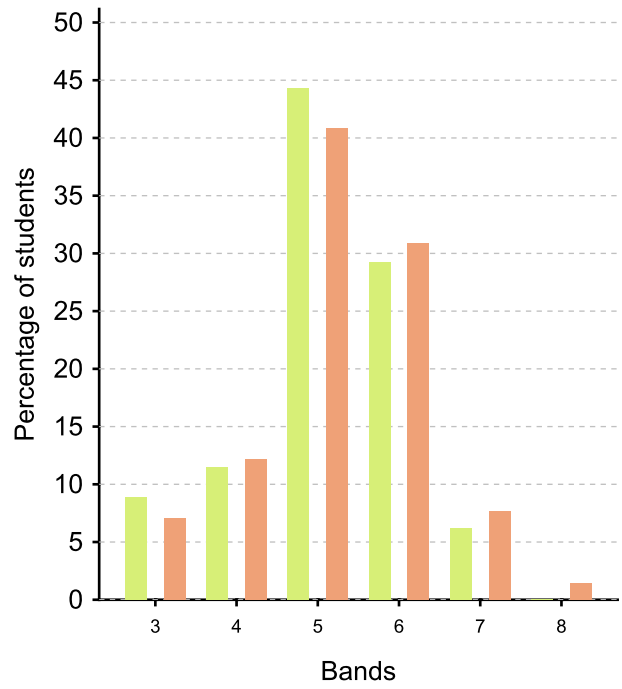


Percentage in Bands
School Average 2014-2016

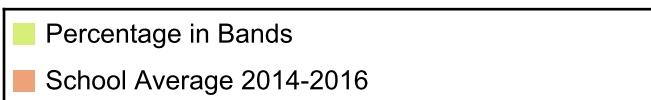
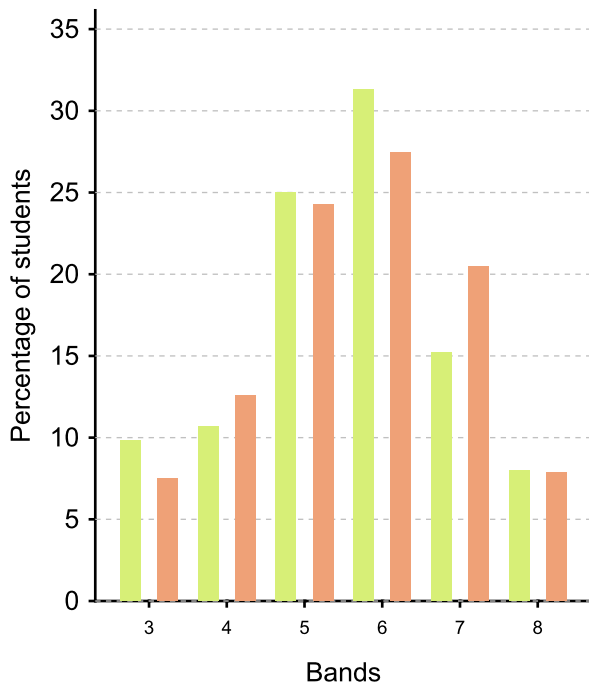
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Parent/caregiver, student, teacher satisfaction

Students are interested and motivated in their learning. IN 2016 our school completed the 'Tell Them From Me' survey. Two hundred and eight (208) students completed the survey This survey measures student satisfaction in a range of areas. The following results were determined:

Students play sports with an instructor at school, other than in a gym class.

- 75% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.
- 70% of the girls and 79% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 82% and for boys is 84%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 48% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%.

Students feel accepted and valued by their peers and by others at their school.

- 76% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 78% of students had positive relationships. The NSW Govt norm for these years is 85%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 94% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.

Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 55% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

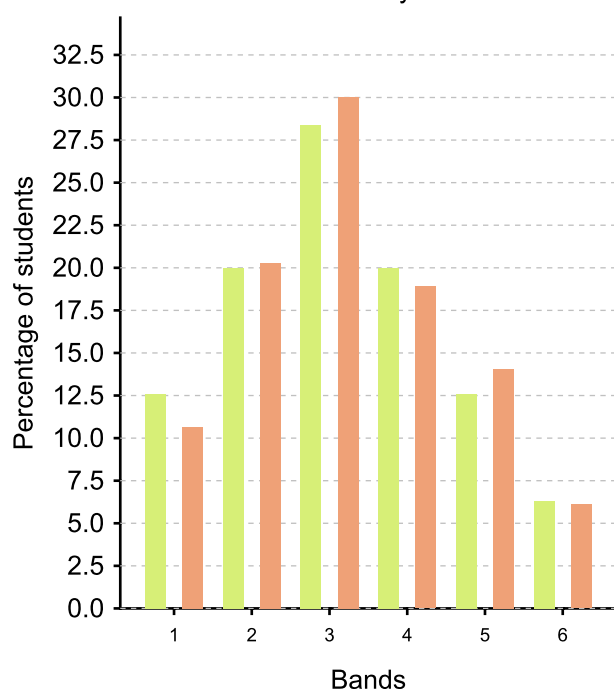
- In this school, 84% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students are interested and motivated in their learning.

- 74% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.

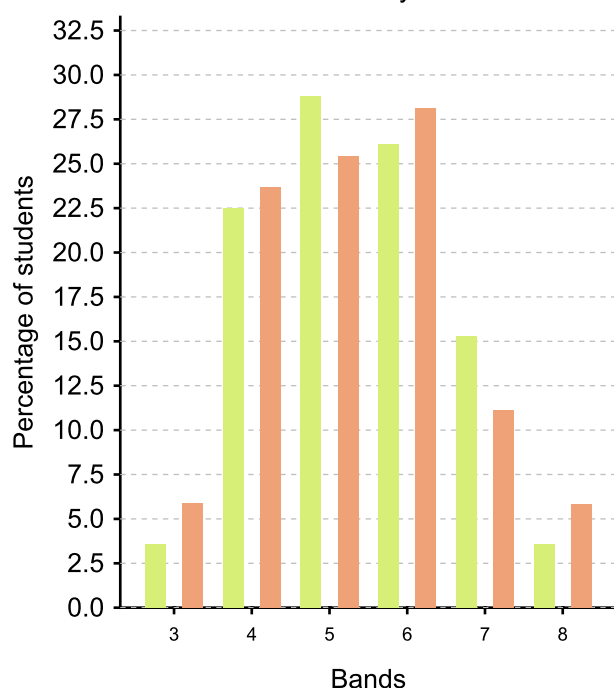
Students try hard to succeed in their learning

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

- 90% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%.
- 25% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%.
- 22% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 7% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigour 8 out of 10. The NSW Govt norm for these years is 8.2.

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher-Student Relations were rated 8.1 out of 10. The NSW Govt norm for these years is 8.4.

Policy requirements

Aboriginal education

Tamworth South has implemented a range of programs for all Aboriginal students to improve Literacy and Numeracy, sport, cultural identity and social activities within the school environment and in the wider community.

Resources have been targeted using all funds for 2016 (\$226 000) to support the development of cultural programs and improve Literacy and Numeracy. Details regarding expenditure can be found elsewhere in this report.

NORTA NORTA

A number of students were identified through use of NAPLAN data that were not meeting benchmarks. In total our school received \$13 500 to support students in years 4 and 6. The school funded the employment of an SLSO to support in class tutoring for 14 students' not meeting benchmarks in literacy and numeracy. The school additionally supported this initiative with a further \$10 000 to increase the time the SLSO worked with students.

The school has noted improved engagement of selected students and improved performance in literacy.

PERSONALISED LEARNING PATHWAYS

The school conducts interviews with parents and students at the end of 1st semester, has developed student self-assessment strategies using guided measurement within Rubrics.

Parents are invited to interview and have input into the education of their children socially and educationally, providing valuable information on aspirations.

The school has conducted a review of the P.L.P. process and in collaboration with the Aboriginal committee, redeveloped a more concise goal oriented process in 2016. The implementation of the new process was well accepted by the community with all students having a PLP.

NAIDOC WEEK

Tamworth South acknowledged NAIDOC Week in 2016. All students participated in cultural programs throughout the week including dance, art and language. The school hosted a traditional cleansing ceremony that involved all students. Mr. Len Waters, one of significant community members and in conjunction with our Aboriginal Committee began the establishment of our 'Songlines' garden. The garden tells the story of us as a community as we journey through education and it has now become a feature of the schools grounds.

Multicultural and anti-racism education

Multicultural perspectives are integral to our school in developing a tolerant, inclusive and anti racism free learning environment.

Program design and implementation must contain multicultural perspectives in addressing the needs of all students.

A chaplain is employed using an external funding process. Sue Holloway is a very professional employed to provide assistance and support for students. Sue has developed a Lego Club, has worked with other staff in implementing a grief program and is available to students and staff as necessary. The funding was cut back in 2016 and as a result local churches have supplied her with additional time in support of students at Tamworth South.

Students regularly attend scripture groups each week with special celebrations occurring for religious festivals.

The school conducted a significant remembrance of ANZAC Day in 2016 .

In addition to the school remembrance service, 125 students marched on ANZAC Day

The school has an active Anti Racism Officer who has strategies and protocols in place to ensure students have an active voice regarding anti-bullying and anti-racism.

Other school programs

Science and Engineering Challenge, 2016.

On Thursday 24th March, 32 Year 5 and 6 students traveled to the Tamworth Regional Entertainment and Conference Centre (TRECC) to participate in a Science and Engineering Challenge. This day was organised by the University of Newcastle and The Rotary First Light club helped to run the day in Tamworth and sponsored the event so that it was free for all school students.

The students had a wonderful time working in teams to solve a variety of problems requiring engineering and mathematical solutions. They were given a limited selection of materials to work with on a number of scenarios. They had to design and build a bridge to withstand heavy weights, design and build a moon buggy to manoeuvre over craters without scraping the ground, design and build a bionic hand to pick up objects, design and build a catapult, design and build a high-rise apartment block to withstand an earthquake, connect as many cities as possible to electricity by programming a power board, develop a high-speed railway network to connect new cities with a limited amount of cable and design and build a hover board.

Tamworth South competed against eight other schools in this challenge. Each activity was worth points and the school with the most points won. Tamworth South ended up coming fourth.

All of the students enjoyed the day and can't wait until

next year's challenge.

Music

Again it has been an extremely busy time for students involved in Tamworth South's many music programs.

Our 3 choirs have had another very busy but extremely successful year.

Our senior choir, **Vocal Group**, were again selected to take part in the State Primary Festival of Choral Music in the Opera House and Schools Spectacular in its new home Qudos Bank Arena at Homebush. The Schools Spectacular performance made a world record for the largest number of performers in an entertainment show.

Vocal Group numbers 65 members and is conducted by our specialist music teacher Mrs Natalie Brown who is assisted by Mrs Jennifer Porter and our accompanist Mrs Val Godden. They have prepared a huge repertoire some of which they performed at the Tamworth and Gunnedah Eisteddfods gaining first place at both. As part of Choral Festival they participated in a cluster rehearsal with Ben Venue Public School in Armidale. They also performed for our Anzac Day Ceremony, Yr6 Graduation Assembly, The 60th Anniversary School Fete and Presentation Day just to name a few. A number of Vocal Group students attended Regional Vocal Camp earlier in the year and two Vocal Group girls sang solo performances at the School Fete.

While attending Schools Spectacular our choir and dance students had the very exciting opportunity to attend a performance at the Sydney Capitol Theatre of the professional production of 'Aladdin'. The students were very excited afterwards to meet the two main actors Princess Jasmine and Aladdin, and were inspired for their own performance after being amazed at what could be achieved.

Our **Stage Two Choir** also numbers 65 members. They won first place in their Choir Section at the Gunnedah Eisteddfod and a close third at the Tamworth Eisteddfod against more senior choirs. They performed on many occasions including the Leadership Induction Ceremony, The 60th Anniversary School Fete, and Presentation Day. They have developed their music reading and part singing tremendously this year. Their conductor is also Mrs Natalie Brown who is assisted by Mrs Belinda Meppem .

Stage 1 choir, led by Mrs Heather Richards, consists of over 120 students who enjoy singing. They have prepared many songs this year and performed at events such as Grandparent's Day, and Presentation Day. The students get excited when expressing their talents and enjoy adding drama to their performances. They have learnt skills such as entering and exiting a stage, how to sing as a group and paying attention for long periods of time. They are a credit to the school.

All our school choirs performed in our fourth Tamworth South Public School Choir evening called '**South In Song**' which was extremely well attended and received. The evening concluded with all three choir

singing together on mass.

anniversary of the event.

Tamworth South students continue to have had specialist music lessons as part of the RFF timetable. Year 3 and 4 have all learnt **recorder** as part of this program. Other students have been offered the opportunity to take up instrumental tuition by peripatetic music teachers.

2016 saw the start of a very exciting initiative of a beginner **Primary Concert Band** offered to interest Year 3 and 4 students as well as Year 5 and 6 who have been learning a band instrument already. It numbers 34 students and is directed by Mrs Natalie Brown. It started with Tamworth High GAT Creative Arts students coming on Friday mornings with their teacher Mrs Rebecca Malone so the students would gain the benefits of both teachers, but due to unforeseen circumstances they had to stop coming after a few weeks. The School purchased 2 new clarinets, a flute and a alto saxophone to improve the school instrument resources which have been put to very good use.

Another exciting development was the formation of a **School Rock Band** consisting of Year 6 Students. The school employed Mr Kym Beare to tutor them and they have successfully performed on many occasions, including The 60th Anniversary School Fete, Primary Assembly, the Korean Connected Classroom and Presentation Day.

Our school continues to have two **Stage 3 Marimba Groups** that rehearse once a week. They have shown great team work and perseverance this year with some very challenging repertoire. They performed on numerous occasions including an hour program at the 60th Anniversary School Fete and a performance at Presentation Day. They competed at the Tamworth Eisteddfod in the Primary Percussion Section and Yr6 and Yr5 groups won first and second place respectively. They received special mention by the adjudicator who praised them for their performance skills and musicality being of a high standard for their stage.

Environmental education and sustainability

Students and teachers are actively involved in teaching about sustainability and environment education.

Students in kindergarten maintain a chicken and vegetable garden program that promotes care, primary industry and the life cycle.

All classrooms are responsible for developing a garden area outside their rooms and are provided with a budget for plant purchases.

Year 4 students participate in the Eco Festival hosted by Peel High School. This year 110 students participated in the program, which aims to teach all students about the importance of wetlands and healthy waterways.

Each year our school participates in 'Clean up Australia' in February. This year was the 26th