

# Tamworth South Public School

## Annual Report



2017



3882

## Introduction

The Annual Report for 2017 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

## School contact details

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## 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 Public School 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, an Early Intervention class and 2 IO classes. These classes operate as regional resources (eligibility determined by a panel following application).

The school's actual enrolment in 2016 was 703 students. This was due to an anticipated decline in numbers as the second last 'Young 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 (Family Occupation and Education Index) 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 Public School.

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

In 2017, the school's FOEI was 137. The Learning and Support Team continue to work with the school community to best support the additional learning needs of students. The school employed extra School Learning Support Officers to work closely with the students in their classrooms. Students in regular classes with a confirmed disability who required moderate to high levels of adjustments accessed the Integration Funding support allocation.

The growth of Aboriginal and Torres Strait Islander student enrolment remains steady with a population of 35%. Each student sets learning goals in the form of a Personalised Learning Pathway. Each goal is based on an educational and wellbeing outcome of Aboriginal students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated across the domains of Learning, Teaching and Leading to be very encouraging with sustaining and growing in a majority of areas such as : Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting. Also within the teaching domain, the school achieved sustaining and growing in data skills and use, collaborative practice, learning and development and professional standards and within the leading domain, gaining sustaining and growing in leadership and school resources.

The school continues to develop in the areas of student performance measures and effective classroom practice while in leading domains of school planning, implementation and reporting, management practice and procedures continues to be delivery stages.

Self-assessment and the external validation processes assisted the school to refine the 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/sef-evidence-guide>



## 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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Focus on Literacy and Numeracy</b>  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.	English Teaching Resources – \$18380  Mathematics Teaching Resources – \$12041  EAfS – \$445000	<p>The capacity of staff in accurately (using moderation and CTJ) assessing and plotting student achievement against PLAN and NAPLAN analysis has resulted in Differentiated Teaching practice in programs K–6. Students learning is tailored to meet their individual needs. Aboriginal PLPs were planned, implemented and reviewed quarterly. Early intervention was identified and prioritised for LaST support.</p> <p>In 2017, the Early Action for Success program identified literacy and numeracy attainment of students across K–3 while an Aboriginal Instructional Leader was employed to close the gap and provide strategies to students across 4–6 in the middle NAPLAN bands. The aim of the instructional leaders is to work closely with staff to build differentiated capacity of the teachers and support student learning.</p>
<b>Student Well being– Learning Support</b>  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.		<p>Within Sentral behaviour and risk management plans are available to examine individual needs. This has led to effective communication with parents and clear expectations of student learning and social needs.</p>
<b>Student Well-being – PBL.</b>  By 2017 respectful students are engaged in their school demonstrated through; 1. A decrease in suspension	\$5000 towards PBL Student Awards	<p>All teaching staff demonstrate a deep knowledge of and alignment to the School PBL focus area of respect, self others and school. The staff survey indicated consistent use of 'expected behaviours matrix' for all settings. All students demonstrate improved communication, organisational skills and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>data on Student Well-being (L.M.B.R.) from 220 days 2014 to 75 days Nov, 2017.</p> <p>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.</p> <p>3. 10% ( 60 students) annual increase in the number of students receiving 'I've been Caught' tickets, for positive behaviours .</p> <p>4. 5% ( 30 students) increase in the number of students receiving nominations for P.B.L. 'star of the month' in each stage.</p> <p>5. 5% increase in the number of students receiving nominations for presentation day awards.</p>		<p>increased self regulation and greater control in challenging situations. There is increased on-task behaviours In 2017. 50% annual increase in the number of students receiving 'I've been Caught' tickets for positive behaviours with 20% increase in the number of students receiving nominations for PBL 'star of the month' in each stage.</p>

## Next Steps

Tamworth South Public School is striving for excellence in the delivery of integrated quality teaching and learning programs. Staff will continue to work collaboratively to complete and evaluate all Key Learning Area scope and sequences. Analysis of assessment data across multiple areas will promote learning success and engagement for all students. Tamworth South Public School will strengthen active partnerships and learning alliances with other schools and organisations. Technology will continue to be embedded in classroom pedagogy.

Professional Development program will continue to deliver a culture that promotes learning driven by the analysis of student and staff needs.

The focus will be to expand

teacher and student skills in using feedback to improve learning and continue to embed explicit systems for collaboration, classroom observation, the modelling of effective practices and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.

Professional learning with the Instructional Leaders will develop creative and adaptive staff who are reflective and responsive, to using current research based practices on a daily basis.

## 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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Syllabus Implementation.</b>  Class program reviews provide 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.	\$48000 on Professional Development	Teachers programs illustrate an alignment to the scope and sequences produced from the curriculum teams.  Effective program reviews evidenced in supervisor's notes.  Successful collaborative planning in stages to manage time and resources.
<b>Performance and Development</b>  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.		All staff engaged in the Performance Development Plan process aligned with the Teachers Professional Standards. Supervisors facilitated class observations with colleagues sharing ideas and strategies. Supervisors continue to coach and mentor teachers in regards to school priorities and individual aspirations.
<b>Visible Learning.</b>  By 2017 respectful students are engaged in their school demonstrated through; 1. A decrease in suspension data on Student Well-being		Visible learning of Learning Intentions and Success Criteria is evident in classrooms and in conversations with the students. Programs have evidence of differentiation with qualitative and quantitative data sets for each KLA. increased analysis of PLAN data is reflective in the students' learning goals. There is a measurable increase in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(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.		student self regulation and self directed learning.

## Next Steps

- The school will continue to build on the professional development program delivered by the Instructional Leaders in assisting teachers to use and interpret assessment data to improve student outcomes.
- The allocation of time is required for stage groups to collaboratively analyse and enquire into their data will assist teachers to understand how data contributes to positive student outcomes and drive staff professional development.



## 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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Personalised Learning Pathways</b>  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.		PLPs are developed for every Aboriginal student, resulting in increased engagement of the school community. In consultation with students and parents, staff identify and apply personal approaches to learning in support of improved educational outcomes, positive behaviours with parents being supported in their children's learning.
<b>Aboriginal Language</b>  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 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.	Toomelah and Boggabilla Central School Language Excursion – self funded  Language Resources – \$2500	Aboriginal students demonstrate a deep understanding of the Gomerioi language. The students have become very confident in publicly acknowledging 'Welcome to country' at weekly and annual assemblies. 100% of students are invited to attend language workshops with the AEO every day of the week. An increase in Aboriginal students K–6 from less than 10% in 2014 to 100% of Aboriginal students in 2017.
<b>Transitions: Kindergarten and year 6 to 7</b>	\$2000 to provide resources for Kinder Transition Information Night and	Kindergarten and Year 6 Transitions programs successfully supported all students with opportunities of school visits and virtual school

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By 2017 transition of students to school and to high school will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• Improvements in satisfaction ratings as per the 'Tell Them From Me' survey.</li> <li>• 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.</li> <li>• All students in kindergarten transitioning to school with additional needs being met through learning and support team and Best Start Assessment.</li> </ul>	Orientation Day.	<p>experiences. Stronger links with Tamworth High School has been beneficial as seen in the Music and Transition program. 70% of year 6 students chose Tamworth High School as their first choice. All students in Kindergarten transitioning to school with additional needs being met through learning and support team and Best Start assessment.</p>

## Next Steps

Personalised Learning Pathways interviews will be conducted throughout term one with Aboriginal support staff, teacher, student and parent/carer. This will allow for the student to have ownership of their goals and teachers can relate to them during parent/teacher interviews after semester 1 report is written.

The Aboriginal Language program will be extended to a greater number of students throughout 2018. Teaching staff will be trained in '8 Ways' pedagogy during School Development Day with final training occurring in two afternoon sessions. The Aboriginal staff continue to seek further training in the area of culture and language.

Continue the successful transition programs of preschool to Kindergarten and year 6 to year 7 while maintaining positive connections with preschools and feeder high schools.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>In 2017 the school funded the following programs using the Aboriginal background loading:</p> <ul style="list-style-type: none"> <li>• One full time AEO;</li> <li>• *2AEW's – 1 in K–2 and 1 in 3–6 ;</li> <li>• **Funded resources for NAIDOC week;</li> <li>• ***Implementation of a language program ; and</li> <li>• ****Developed a 'Yarn Up' community garden.</li> </ul>	<p>*The impact of employing two AEW's increased the school's capacity to develop home/school relationships with Aboriginal families, resulting in an increased attendance rate for students.</p> <p>** NAIDOC WEEK celebrations were enhanced directly by inclusiveness of significant Aboriginal elders and community members. This created an atmosphere of cohesiveness and solidarity for our school and its community.</p> <p>*** The language program embedded Gamilaroi language across all stages. The AEO worked collaboratively with the Aboriginal committee and the leadership team to implement an effective program that has resulted in students gaining confidence in using the language publically as a celebration of culture.</p> <p>****The Yarn up Garden, designed by Len Waters, has become a significant social, educationally and culturally significant meeting point at Tamworth South. As a central focus for the school it places great emphasis on the need to develop, enhance and give added meaning to 'SONG LINES'.</p>
<b>Low level adjustment for disability</b>	\$286 698	<p>The Learning Support Team in 2017 provided support for teachers, students and parents in ensuring:</p> <ul style="list-style-type: none"> <li>• Differentiated learning occurred for all students through identification, ongoing support, targeted interventions and specialised interventions where necessary;</li> <li>• Behaviour management and risk management plans were tailored for individual needs;</li> <li>• Health care plans include specific information related to individual needs were catered for; and</li> <li>• 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</li> </ul>
<b>Socio-economic background</b>	\$694 221	<p>Flexible learning strategies are applied and are evident in programs. Additional support for Kindergarten students has been successful in transition to school processes. Effective interventions occurred. Professional Learning was aimed at staff developing an understanding of the National Collection of Consistent Data protocols with correct data uploaded.</p>
<b>Support for beginning teachers</b>	\$6725	<p>Two teachers were supported in the Beginning Teachers program. One teacher gained her Proficiency Teachers Accreditation. Time was spent in developing their teaching and learning programs, refining their data collection and report writing and participated in classroom observations. Each</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	363	363	356	342
Girls	356	330	318	308

The population of Tamworth South declined slightly in 2017. This was due to a larger than average cohort leaving Tamworth South and a closer to average 90 students being enrolled in kindergarten. In 2017 the school enrolled 89 kindergarten students and established 5 classes.

In 2017 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 2017 – 65 students).

### 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. In 2017 the average attendance rate for all students was increased to 92.4% which was 0.4% better than 2016.

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 additional Aboriginal Education workers who's role includes contacting parents regarding absentees and, in consultation with the learning support team, informs teachers of the reasons. This information is then coordinated ensuring that proper processes and interventions are undertaken as necessary.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	94.3	92.4	93.3
1	93.2	92.8	92.8	91
2	93.8	91.7	91	93.4
3	93.1	91.9	92.4	91.4
4	92.6	93	90.1	91.8
5	94.3	91.6	91.7	91.7
6	91.6	93.8	91.6	92
All Years	93.1	92.7	91.7	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	25.05
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.76
Other Positions	0

\*Full Time Equivalent

In 2017 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 EAFS and 4–6 Reading and Numeracy

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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.

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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	883,044
<b>Revenue</b>	7,642,900
Appropriation	7,396,288
Sale of Goods and Services	5,108
Grants and Contributions	230,577
Gain and Loss	0
Other Revenue	0
Investment Income	10,927
<b>Expenses</b>	-7,183,781
Recurrent Expenses	-7,183,781
Employee Related	-6,554,823
Operating Expenses	-628,958
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	459,119
<b>Balance Carried Forward</b>	1,342,163

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,114,044
Base Per Capita	106,159
Base Location	4,856
Other Base	4,003,028
<b>Equity Total</b>	1,315,968
Equity Aboriginal	335,050
Equity Socio economic	694,221
Equity Language	0
Equity Disability	286,698
<b>Targeted Total</b>	929,217
<b>Other Total</b>	680,178
<b>Grand Total</b>	7,039,407

<Use this text box to enter a general statement describing:

- Tamworth South Public School's executive meet to discuss and monitor financial management processes and governance structures to meet financial policy requirements .
- Grants and contributions were higher due to the increase in excursions and associated costs. The Aboriginal Education Officer's office was refurbished to accommodate two extra staff. The Employee Related costs increased due to the employment of three Instructional Leaders and One Literacy Trainer.
- 2018 Commitments : \$478000 – Teachers  
Carpark – resurfaced and draining cpmpleted  
– Security

Cameras

– Laptops and

Docking Station

– Basketball

Court – repaired and remodelled

– Fencing around

the Basketball Court

– Upgrade of bus

shelter

– Sound System

in COLA

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

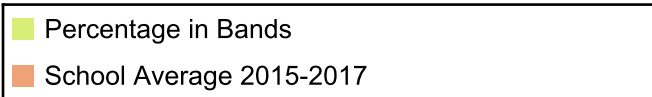
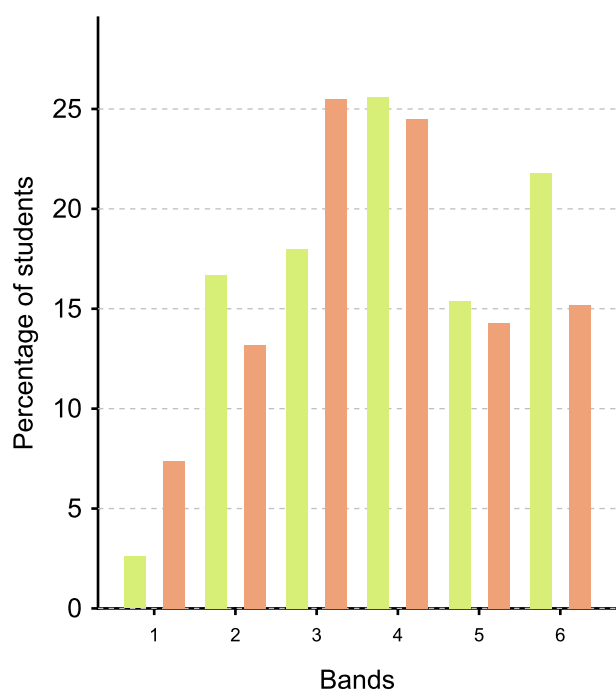
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

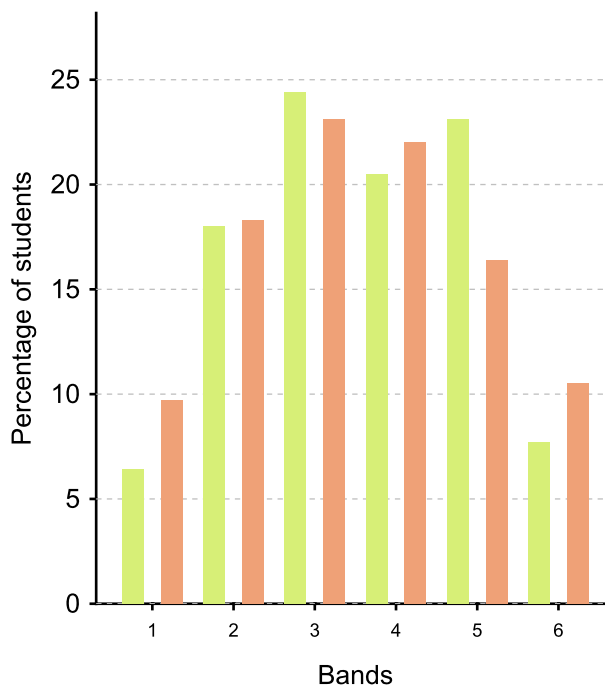
### NAPLAN

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

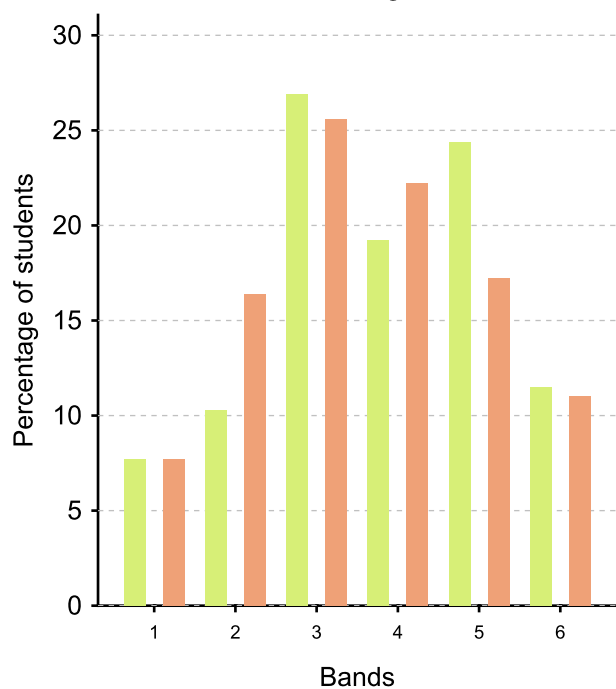
**Percentage in bands:**  
Year 3 Grammar & Punctuation



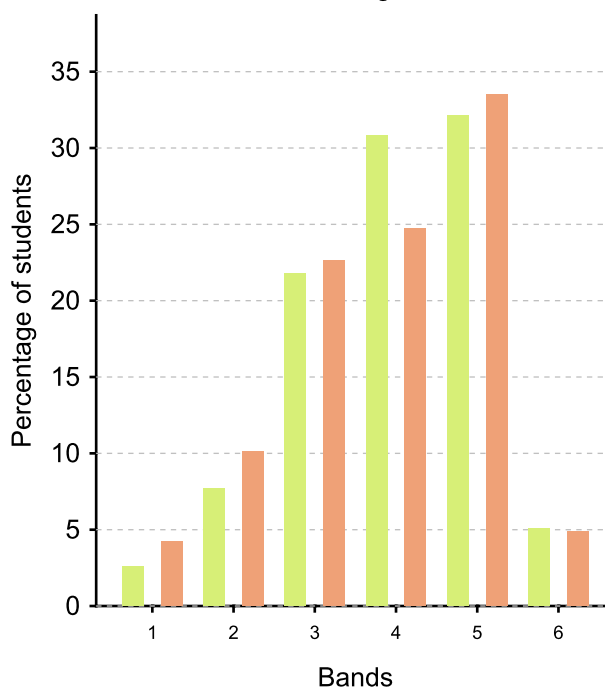
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading

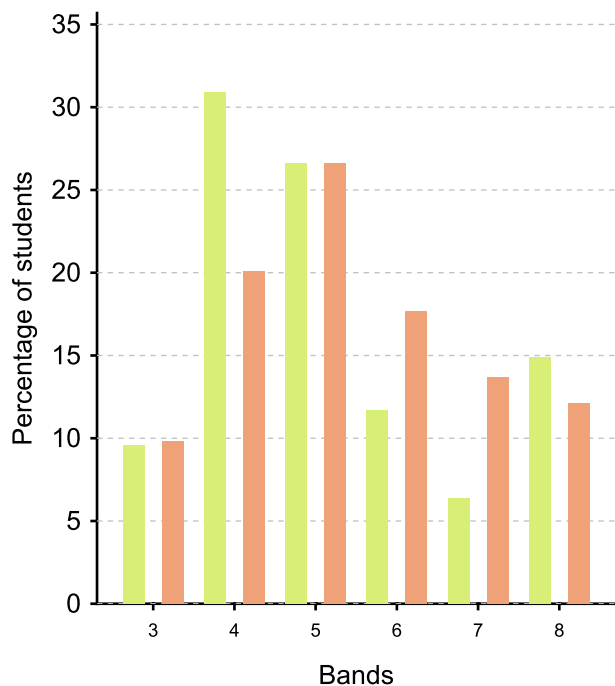


**Percentage in bands:**  
Year 3 Writing

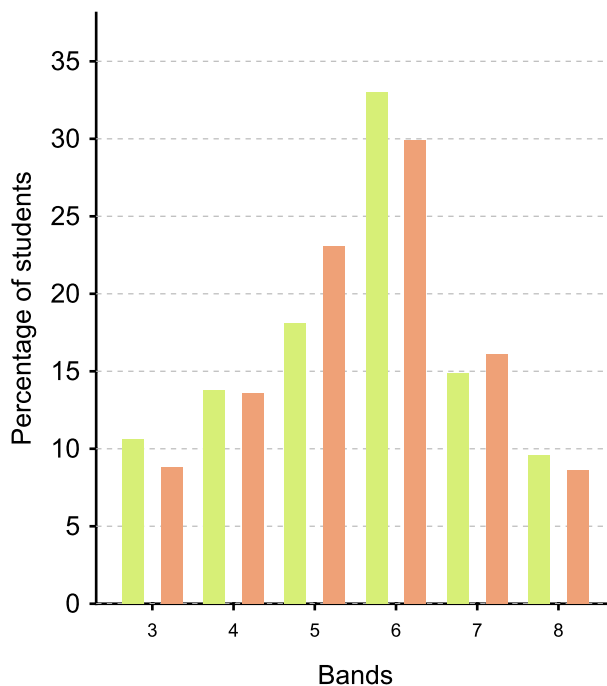




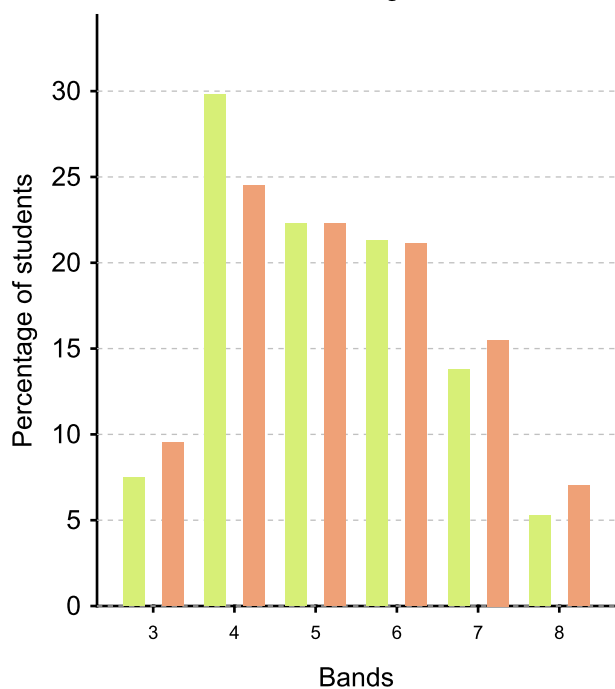
**Percentage in bands:**  
Year 5 Grammar & Punctuation



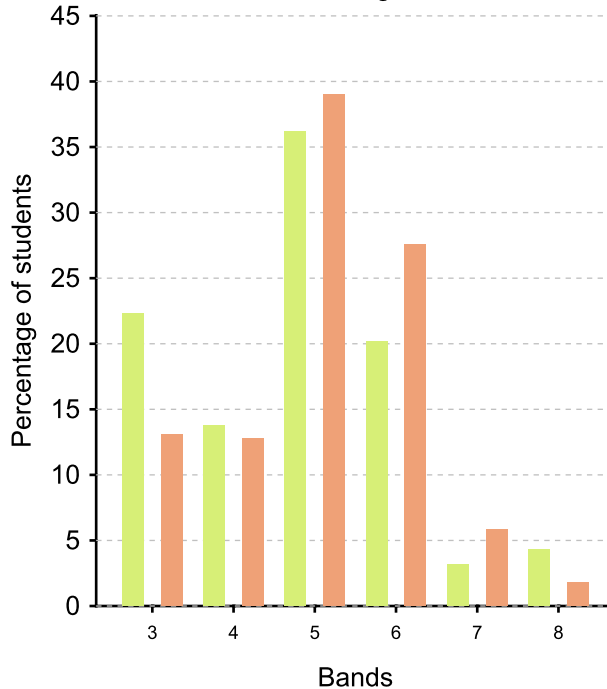
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Students are interested and motivated in their learning. In 2017 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%.

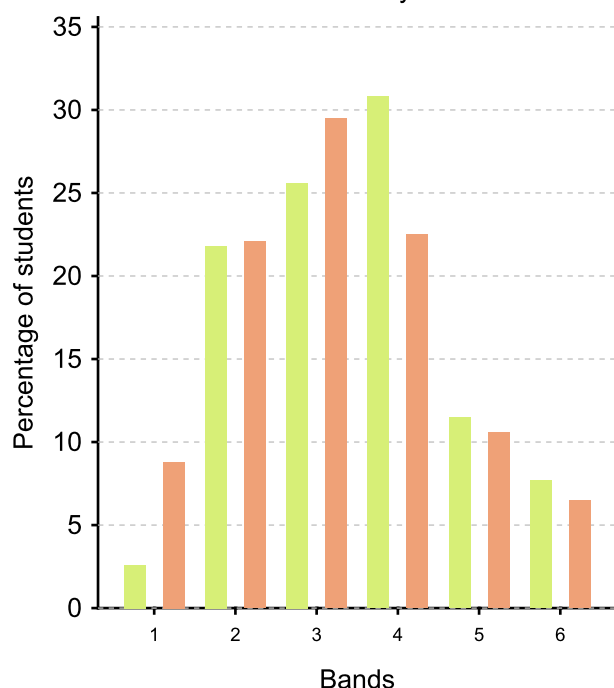
### Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- 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.

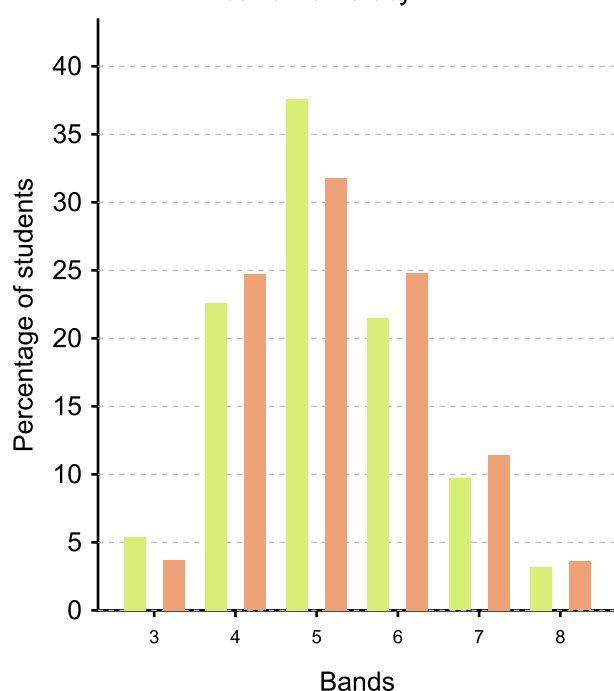
- 74% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

### **Students try hard to succeed in their learning**

- 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 2017 ( \$335 050) to support the development of cultural programs and improve Literacy and Numeracy. Details regarding expenditure can be found elsewhere in this report.



### **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 who was 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 2017 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.

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 today's society. The school conducts Harmony Day annually to highlight the acceptance and appreciation of the many cultures within the school.

The school respectfully commemorates ANZAC Day with a school ceremony withan invited guest from the Armed Forces.

In addition to the school remembrance service, over 200 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.