

Tamworth South Public School

Annual Report



2018



3882

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Tamworth South Public School is a future focused 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 nurturing, supportive environment where teachers use innovative, creative and evidence based educational practice.

Working together the school, parents/carers and school community are 'partners in education'.

School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth. We are a friendly, community-focused school that encourages each student to grow in a supportive, caring and challenging environment. Dedicated staff members provide a supportive, safe and stimulating environment, sensitive to the needs of the individual, promoting the values that underpin our school values of respect for self, others and school.

Academic programs are future focused, promote creativity, collaboration, communication and critical thinking. Inclusive practices provide our students with many opportunities to strive to achieve their personal best. Staff are supported by three Instructional leaders through the Early Action for Success (EAfS) initiative.

Tamworth South hosts five support classes and one gifted and talented class(GAT). Students access the latest in learning technologies in the technology hub and the classroom. Tamworth South Public School is well supported by an active and culturally diverse community, committed to supporting staff to ensure all students can be the very best they can be.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Overall all areas need to be developed through strategic planning and the building of staff capacity due to a number of leadership changes, accurate assessment of student needs and greater involvement from community in decision making.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

LEARNING

Purpose

To increase student achievement through evidence based learning experiences that are future focused and provide flexible learning that will promote creativity, collaboration, high level communication and critical thinking skills.

Overall summary of progress

Results have not reflected the quality of teachers in the school and NAPLAN in both Years 3 and 5 have shown a decrease in most areas of testing.

In Year 3 students showed a slight growth in numeracy however Spelling and Writing had a slight decline whilst Grammar and Punctuation and Reading displayed a rapid decline academically.

In Year 5 a rapid decline was reported in Punctuation and Grammar, Numeracy, Reading and Spelling and a slight decline in writing. Aboriginal students performed quite poorly and unfortunately more students have moved to the bottom 2 bands across most areas.

Instructional Leaders and L3 trainers are based in the school and are working closely with staff inside and outside of the classroom to support staff with strategies to refine practice and promote positive student outcomes. QTSS support has also assisted Assistant Principals to coach and mentor staff to enhance quality teaching and learning within stages.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <ul style="list-style-type: none">• Narrow the gap between the schools trend data in Reading and Spelling with a particular focus on Stage 2• Narrow the gap between school and state for trend data for Stage 2 with a focus on Numeracy• Close the gap between school and state for expected growth in reading between year P,K, 3, 5 and 7 in line with the growth for Aboriginal students. | EAFS– \$445963 Professional Development \$48000 Aboriginal Funding \$398584 | Significant gains were made in Aboriginal NAPLAN results however more work is required to improve practice and results. |

Next Steps

Tamworth South Public School is striving for excellence in the delivery of Quality Teaching and Learning programs. Executive will continue to build staff capacity and refine current Scope and Sequences and programs in accordance with NESA guidelines. Staff will be encouraged to develop Assessment Schedules in each stage to analyse data across multiple areas to promote learning and engagement for all students. The Executive will encourage staff to embed Technology and evidenced based best practice into programs and staff will be supported to do this through initiatives including the Stage 2 Coach and the Instructional Leaders.

The PDP process will be reviewed to support staff to reflect and improve on current practice and participate in Professional Learning which supports the school plan and student needs. Through this review Executive will refine classroom observations, promote collaboration between colleagues and allow opportunities for staff to develop in the areas of effective teaching and feedback practices.

A focus on Spelling from K–6 and the advertised position of Aboriginal Instructional Leader 4–6 to support students through a planned and strategic approach.



Strategic Direction 2

WELLBEING

Purpose

To develop self efficacy, build confidence, self worth and self respect in the school community.

Overall summary of progress

There has not been an opportunity to expand current school values however a team is slowly being formed to plan an increase in the PBL philosophy across the school. Rewards are being trialled to encourage and celebrate student achievement and the feedback has been positive from both students and parents.

There has been a decrease in suspensions in 2018. Tell Them From Me surveys indicate that students feel safe and confident at school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Attendance is in line or above state average Suspension data has decreased each year Wellbeing data indicates that the majority of students feel safe, connected and valued | Approx. \$5000 wellbeing initiatives within the school supporting students with resources, programs and consumables | Wellbeing initiatives Wellbeing ongoing care eg. extra support |

Next Steps

Systems and structures reviews will occur in early 2019 around PBL, Wellbeing and Discipline and Learning and Support to promote consistency, effectiveness and transparency; maximising engagement and learning outcomes for students including Gifted and Talented and Special Needs abilities as well as supporting staff to differentiate and support students with a variety of abilities and learning needs.

A leadership program will be developed to build a positive school culture and student sense of self which encourages students in Stage 3 to build their capacity as leaders and model appropriate values and behaviours.

Continue to build effective transition programs and support student development through effective information sharing from Years P–K and 6–7.



Strategic Direction 3

COMMUNITY

Purpose

To shape positive relationships that underpin a culture of collaboration, clear communication, and a common purpose. where parents are welcome, involved in decision making and actively contribute to their children's learning.

Overall summary of progress

Staff are continuing to engage in quality professional learning to promote connections with students, parents and the wider community.

Programs and initiatives still require more refinement in regards to organisation and promotion however the new VOR process has streamlined processes and encouraged staff to follow current DoE policies and procedures. A formalised collection of data needs to be developed to gauge engagement and guide future planning for engagement opportunities. There are a number of informal and formal opportunities for parents and community to be involved within the school including PLPs, assemblies, the newsletter, concerts and cultural events. Staff are beginning to take a more collaborative approach to planning for student learning and parents are increasingly participating in opportunities for collaboration.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| Increased parent/carer attendance at key school activities. 90% of students wearing school uniform every day PBL data indicates the school vision and values are known Parent and community constructive feedback has increased | PBL \$6000 Uniform assistance \$2000 | Signage and PBL program. More involvement and contribution by P and C to improve outside areas. |

Next Steps

Staff training to support and meet the personal, social and academic needs of students through building positive relationships and offering opportunities for parents to engage positively with the school.

A strong network is developed through effective communication, relationships and partnerships to support student transitions and participation in educational, leadership and cultural opportunities.

Improve participation through opportunities and initiatives to promote engagement and learning for students using flexible and tailored strategies.

Strong communication utilising responsive and inclusive practices which increases parental and community engagement and promotes a positive school identity. Development of facebook and refinement of current communication options within the school.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Low level adjustment for disability | \$313 359 Low Level Disability Funding | <p>Collaborative and strategic plan when supporting students with resources and staff.</p> <p>Ongoing collection of Data NCCD</p> <p>Supporting the professional needs of staff including differentiation and regular updates of student needs and strategies.</p> |
| Socio-economic background | \$706 455 Low Socioeconomic Funding | <p>Students identified and supported through targeted support through LST, LaSTs and in class SLSOs especially in the areas of Literacy and Numeracy.</p> <p>Collaboration with outside agencies and community groups to create network students and families.</p> <p>Continue to develop a positive and inclusive school culture built on collaboration and trust amongst students, parents/caregivers, teachers, leaders and community.</p> <p>Using local data from the SCOUT data to support and reflect on decisions being implemented in line with the School.</p> <p>Continued Breakfast Club and Student support initiatives.</p> |
| Support for beginning teachers | <p>Beginning Teacher Funding– \$15697</p> <p>Beginning Teacher Aboriginal \$3900</p> <p>EAFS Phase 2 \$30055</p> | <p>Appropriate inductions to the school and Stage.</p> <p>Strategic professional development in line with the standards and school plan.</p> <p>Mentoring time to support new scheme teachers.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 363 | 356 | 342 | 333 |
| Girls | 330 | 318 | 308 | 296 |

The population of Tamworth South declined slightly in 2018. This was due to a large cohort leaving to attend High School and a smaller cohort enrolling in Kindergarten. There has been an increase in Aboriginal students enrolled at Tamworth South however there is a noticeable mobility within the region in regards to enrolments which impacts on results and behavioural and wellbeing concerns for students.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.3 | 92.4 | 93.3 | 90.5 |
| 1 | 92.8 | 92.8 | 91 | 92.2 |
| 2 | 91.7 | 91 | 93.4 | 92.1 |
| 3 | 91.9 | 92.4 | 91.4 | 92 |
| 4 | 93 | 90.1 | 91.8 | 91.3 |
| 5 | 91.6 | 91.7 | 91.7 | 90.1 |
| 6 | 93.8 | 91.6 | 92 | 91.5 |
| All Years | 92.7 | 91.7 | 92.1 | 91.3 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

Management of non-attendance is critical to the learning of students at Tamworth South. It is evident that a small population of students affect the overall statistical data of the school as the majority of students attend regularly. The average attendance rate for 2018

was 93.4%, which is a slight decrease from 2017 but well above state average.

The school has detailed processes in place to ensure the timely follow up of students with attendance concerns and staff are trained in processes to ensure at risk students are identified and support is provided through the Learning and Support processes, accessing support from District Office Specialists where required.

When managing students with attendance issues the school takes a variety of approaches including employing additional Aboriginal Educational Officers and SLSOs to support students and contact parents regarding absences, and collaborates with teachers to plan a more regular attendance at school. Interventions are strategic and supportive ensuring the strong rapport with families is maintained throughout the process.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 27.8 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 9.76 |

*Full Time Equivalent

In 2018 the school has 4 permanent classroom teachers and 5 non teaching staff who identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All staff engaged in a range of professional learning activities in 2018 linked to the school management plan and strategic directions.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,342,163 |
| Revenue | 8,093,147 |
| Appropriation | 7,880,261 |
| Sale of Goods and Services | 7,216 |
| Grants and Contributions | 193,402 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 12,268 |
| Expenses | -7,468,300 |
| Recurrent Expenses | -7,468,300 |
| Employee Related | -6,528,234 |
| Operating Expenses | -940,066 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 624,846 |
| Balance Carried Forward | 1,967,010 |

Tamworth South Public School's executive meet to discuss and monitor financial management processes and governance to meet financial policy requirements.

Projects for 2018 included:

- the construction of a new basketball court which will be completed in 2019.
- the purchase of new ipads and computers
- the engagement of a number of SLSOs to support students with additional learning and support needs
- the engagement of additional Aboriginal Support Workers to connect with students and families
- the purchase of additional signage in the school

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 4,283,635 |
| Base Per Capita | 130,180 |
| Base Location | 4,371 |
| Other Base | 4,149,084 |
| Equity Total | 1,428,735 |
| Equity Aboriginal | 398,584 |
| Equity Socio economic | 706,455 |
| Equity Language | 10,337 |
| Equity Disability | 313,359 |
| Targeted Total | 873,860 |
| Other Total | 870,720 |
| Grand Total | 7,456,949 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 students reported a slight decline Spelling and Writing and a decline in Grammar and Punctuation and Reading.

In Year 5 a decline was reported in Punctuation and

Grammar, Reading and Spelling and a slight decline in writing. Aboriginal students performed quite poorly and unfortunately more students have moved to the bottom 2 bands across most areas.

Literacy has been a large focus within the school plan and strategic directions. In K–2 staff are being trained in L3 as well as extra support being provided by Instructional Leaders.

In Year 3 there was a slight growth in numeracy. In Year 5 students showed a decline in Numeracy. Staff have been building their capacity with numeracy through evidenced based approaches including learning sprints, refining questioning and Count me In Too Activities. The Mathematics team purchased extra resources to support students with their learning and Scope and Sequences are being refined to have a more strategic approach within the school.

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

The Premier's Priorities highlighted that there was an overall growth in 1.23% in the top 2 bands with:

- Year 3 Numeracy 25% for 2018
- Year 5 Numeracy 9.89% for 2018
- Year 3 Reading 35.90% for 2018
- Year 5 Reading 21.51% for 2018

Results for Aboriginal students had an overall growth of 3.98% in the top 2 bands with:

- Year 3 Numeracy 10% for 2018
- Year 5 Numeracy 11.76% for 2018
- Year 3 Reading 24.14% for 2018
- Year 5 Reading 17.14% for 2018

Parent/caregiver, student, teacher satisfaction

A variety of methods were utilised to survey and gain feedback from parents, students and staff. Methods included a variety of surveys and informal discussions. The feedback highlighted that the school needed to improve collaboration around school vision and shared goal setting but it was reported that a good use of tools were used to communicate to parents and the wider community.

Students expressed that they wanted more input to improving the school and building leadership skills to support initiatives in the school.

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 utilised to support the development of cultural programs to improve awareness and academic results.

Multicultural and anti-racism education

Multicultural perspectives are integral to our school in developing inclusive and racism free environment. Program design and implementation must contain multicultural perspectives in addressing the needs of all students including extra funding which has been applied for EALD students.

A chaplain is employed using external funding process. who is employed to provide assistance and support for students. There has been a Lego Club established as well as social skills program.

Students regularly attend scripture groups each week with special celebrations occurring for religious festivals. Multicultural perspectives are integral to our school in developing an inclusive and racism free environment.

Program design and implementation include multicultural perspectives and the school participates in Harmony Day to highlight the acceptance and appreciation of many cultures.

The school respectfully commemorates ANZAC Day and Remembrance Day with a school ceremony with invited guests from the armed forces.

The school has an active Anti Racism Officer who supports staff to use appropriate protocols and policies to address incidents of bullying and racism and allow students to have an active voice in the resolution process.