

Timbumburi Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Timbumburi Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Timbumburi Public School

542 Kia Ora Lane

Timbumburi, 2340

www.timbumburi-p.schools.nsw.edu.au

timbumburi-p.school@det.nsw.edu.au

6767 0232

School background

School vision statement

"Where everyone has a chance to shine"

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a slight increase in our enrolment, with a 2019 student population of 158. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by ten teachers (both full-time and part-time) including a principal and two assistant principals. Our teachers are supported by one SLSO who is fulltime and one part time SLSO employed for two hours/four days per week.. In addition there is a full time school administrative manager and one part time school administrative officer. Our general assistant is at school for one day and three hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Engaged and informed students.

Purpose

To ensure students are actively engaged in a meaningful, challenging and supported environment that allows them to display their learning and strive for personal improvement, particularly in numeracy, through the effective use of quality assessment practices and student feedback.

Improvement Measures

To move from Delivering to Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework.

An increased proportion of students will achieve their year appropriate expected growth in numeracy. This will include an increased proportion of students in the top two NAPLAN bands for numeracy.

Learning intentions and success criteria are implemented in all numeracy lessons as seen through classroom observations and teacher programs each term.

Progress towards achieving improvement measures

Process 1: Quality Assessment.

Implement a whole school approach to assessment and data analysis that is used consistently across the school to inform teaching practice.

Evaluation	Funds Expended (Resources)
<p>An analysis of NAPLAN data has shown us that our value-added data is strong from 3–5. In numeracy, the number of students achieving at or above expected growth in 2019 was 65%, an increase from 2018's 61%. However, that has not translated into an increase in the top two bands in Year 5. In 2019, there were 23.81% of students in the top two bands, compared with 33.33% in 2018.</p> <p>In Year 3, our NAPLAN data shows strong results in terms of the students in the top two bands in 2019. There, 41.4% of students were in the top two bands, as compared with 31.3% in 2018.</p> <p>We have found that regularly measuring student achievement in numeracy through formal approaches (PAT testing, NAPLAN) and informal approaches (observation, anecdotal records, in-class assessments) has made for a successful year. We were able to effectively target students in need of support and could allocate resources to those students. However, we felt that the mathematics diagnostic test was a more powerful method of assessment that we could share with students. It provided clear feedback and areas for growth.</p>	<p>Assessment schedule</p> <p>PAT Maths – \$2000</p> <p>Mathletics – \$1000</p> <p>SENA testing \$2000</p> <p>NAPLAN</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$3000.00)

Process 2: Quality Professional Development.

K–6 professional development to enhance understanding of effective use of learning progressions. All staff enter data on 10 week cycle.

Further professional development to focus on the implementation of Learning Progressions and how they can help drive targeted intervention.

Evaluation	Funds Expended (Resources)
<p>Professional development for learning progressions was hard to source for the entire school. A small number of staff utilised PLAN training and implemented it in the classroom, but further training is needed to fully engage</p>	<p>Professional Learning</p> <p>Seven Steps Writing \$2000</p>

Progress towards achieving improvement measures

all teachers. We will continue to seek professional learning. Staff are using online options to address PDP goals and to meet their professional learning needs.

Mini Lit & MacqLit \$3200

Crossroads Education \$5000

Process 3: Quality Feedback.

Ensure that staff share success criteria and create opportunities for students to receive feedback on their learning through high quality formative assessment techniques.

Evaluation	Funds Expended (Resources)
Staff took part in professional development around feedback in classrooms. They were able to share feedback ideas on a regular basis at staff meetings, leading to an increased culture of feedback in the classroom. Teachers are now using a range of formative assessment techniques to inform their teaching and to improve student learning.	Crossroads Education Professional Learning Writing Rubrics

Next Steps

The school will engage in the Leading Evaluation, Evidence and Data (LEED) capability building project starting in Term 2 2020 and continuing for three years. The project will support school executive in leading the implementation of evidence-informed practices, underpinned by evaluative thinking. These practices are aligned to CESE's What Works Best (WWB) publication.

The school will continue to implement more PAT assessments in 2020 in order to display growth across the school in a number of areas. This is proving to be a valuable tool in assessing student growth across years.

The school will continue investigate the most effective way to implement learning progressions in all stages.

Strategic Direction 2

Quality teaching and learning.

Purpose

To create an engaging learning environment underpinned by high expectations and teaching practices which accelerate learning through the use of high quality feedback, particularly in writing.

Improvement Measures

To meet the level of Sustaining and Growing within the Curriculum (learning domain) element of the School Excellence Framework with a strong focus on improving student writing.

An increased proportion of students will achieve their year appropriate expected growth in writing. This will include an increased proportion of all students and Aboriginal students in the top two NAPLAN bands for writing.

Progress towards achieving improvement measures

Process 1: Explicit Feedback.

Teachers will provide explicit feedback to students related to success criteria in order to support student learning.

Evaluation	Funds Expended (Resources)
<p>Students showed excellent growth when assessed with school-based assessment tools, especially when compared to results from earlier in the year.</p> <p>NAPLAN writing results for Year 3 in 2019 show an increase from 50% to 55% of students in the top two bands. It is not possible to measure any increase in results for Aboriginal students as there were no Aboriginal students in Year 3 during 2018.</p> <p>In Year 5, the school had 60% of Aboriginal students achieve expected growth in writing, whereas in 2018, only 25% of Aboriginal students achieved expected growth. In Year 5, there was a decrease in writing results from 16.7% to 14.3%. In terms of achieving expected growth, in 2018, 70% of Year 5 students achieved expected growth, while we were pleased to note that in 2019, 77% of students achieved expected growth.</p> <p>Rubrics were developed in writing that were used by teachers to inform explicit feedback.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)

Process 2: Building Better Writers.

Writing is assessed throughout the year and feedback is given promptly and effectively. The school will share assessment techniques and have a common, consistent approach to assessment.

Evaluation	Funds Expended (Resources)
<p>The school notes an increase of 5% in the top two bands in writing for Year 3 and an increase of 10% in band 6 in writing for Year 3 from 2018. In Year 5, 14% of students were in band 7 for writing, while no students were in band 8. Despite this, percentage of students in top 3 bands in Year 5 writing shows significant improvement (39% to 62%). The school will build on these results by continuing to provide effective feedback, using the Seven Steps program, and writing rubrics.</p>	<p>Writing Rubrics</p> <p>Crossroads Education</p> <p>Seven Steps Writing</p> <p>Macq Lit Program</p> <p>Mini Lit Program</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

The school notes an increase of 5% in the top two bands in writing for Year 3 and an increase of 10% in band 6 in writing for Year 3 from 2018. In Year 5, 14% of students were in band 7 for writing, while no students were in band 8. Despite this, percentage of students in top 3 bands in Year 5 writing shows significant improvement (39% to 62%). The school will build on these results by continuing to provide effective feedback, using the Seven Steps program, and writing rubrics.

- Professional learning (\$5000.00)

Process 3: Data Informed Teaching Practice.

Teachers draw on solid research and data to develop and implement high quality professional learning in writing, focusing on assessment and feedback.

Evaluation	Funds Expended (Resources)
A positive year with a lot of professional learning. Staff value data and are using it to maximise student achievement. Overall we are pleased with the direction that we are going and are positive about the way staff are collaborating.	Assessment Schedule Literacy Rubrics Dr Kate Bricknell – feedback Seven Steps for Writing Success Mini/Multi Lit

Next Steps

There has been an improvement in writing outcomes for students across the school following a focus on professional development. The school will continue to look for ways to improve teacher knowledge of writing in the primary curriculum. The school will develop more child friendly rubrics using less complex language in order to make it easier for them to understand how to achieve the best possible results. The school will continue to work towards meeting the level of sustaining and growing in the curriculum element of the School Excellence Framework in 2020.

Strategic Direction 3

Effective communication and connections.

Purpose

To further increase community participation in our school by ensuring that students, teachers and families are all informed and engaged.

Improvement Measures

Increased levels of community satisfaction with reporting are evident as measured by parental feedback at interview times and focus group feedback at P&C meetings

Results from the Tell Them From Me survey reflect a greater level of parent and community participation in and satisfaction with the school.

Progress towards achieving improvement measures

Process 1: The school has explicit processes to collect, analyse and report specific student data.

Evaluation	Funds Expended (Resources)
<p>Data is collected regularly and the school follows a published assessment schedule. This allows consistency in data collection for all classes. Staff meet regularly, both formally and informally, to examine student data and monitor student progress in order to identify those students in need of remediation or extension. Regular meeting time is put aside to ensure students receive the support they need.</p> <p>The school reports formally to parents twice a year. Areas of strength and areas for improvement are identified and discussed. Parents are able to make a time to discuss their child's progress outside these formally identified times and many take that opportunity.</p>	<p>Assessment Schedule</p> <p>Handover Document</p> <p>Student Reports.</p>

Process 2: Develop stronger partnerships with public schools in the Tamworth Network to promote a positive image of quality Public Education and increase student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Ongoing attendance at both TCOS and Tamworth High Feeder School meetings is continuing and of benefit. Of use is the development of enhanced orientation procedures to aid with high school transition and relationships between high schools and primary schools.</p> <p>Tamworth High's assistance at our swimming carnival helped introduce primary school students to high school mentors.</p> <p>Student numbers participating in CAPERS were high and student engagement strong. The school continued to participate in the mass choir as it was seen as time spent more productively than the massed dance numbers where students were only on stage for a short period of time.</p> <p>Parents supported CAPERS well, but comments were made about the cost of a family ticket being prohibitive.</p> <p>Primary students enjoyed accessing the expertise of high school art teachers via the Young Archies program. Open exhibition was on display at the Tamworth High School hall.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Process 3: Students participate in a range of events to promote a positive school culture of high expectations.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>As a school we pride ourselves on the high expectations we set for our students. Students are proud of our school and feel a great sense of pride and joy in representing us in a range of activities. We value the importance of students having the ability to achieve great things and as such provide many opportunities for them.</p> <p>These include ASCA public speaking, choral festivals, premier's spelling bee, debating and public speaking, chess tournaments, leadership days and ANZAC Day activities.</p> <p>We also value the importance of inter school events and provide opportunities in many sporting contexts in a range of sports. This year saw our boys basketball team reach the state finals a wonderful achievement for our school.</p> <p>We also had 14 students selected in regional sporting teams.</p> <p>We recognise student achievements in a variety of ways including end of term BBQs, house point awards and breakfasts for our student leaders. We have developed these initiatives over time and it promotes a positive feeling among staff and students.</p>	

Next Steps

Feedback from parents was positive in 2019, with 100% of parents agreeing that they felt comfortable approaching the school and their child's teacher. All parents also believed the school valued their child's education and valued parent engagement. The school will continue to build on these positive figures and investigate ways to further involve parents and the wider community in school.

Participation in the LEEP project will guide the school's approach to data collection in 2020. The project aims to develop the capabilities of executive leaders and therefore the school in the use of data, evidence and evaluation practices to support strategic school improvement. It will make explicit links between the SEF and the implementation of practices that promote improved student outcomes.

The school executive will continue involvement in the Tamworth Community of Schools, as well as attendance at Tamworth High feeder school meetings. This enables the school to be well-placed to participate in the wider Tamworth educational community.

Students and staff will continue their outstanding involvement in a range of activities, both curricular and extra curricular, that set our school apart. The range of activities our students participate in will continue to be celebrated, as will their achievements in those activities.

The school will implement access to a parent portal that will help with maintaining communication between home and school. Notes, newsletters, permission notes for activities, reports and parent/teacher interview bookings will all be in the same portal, helping schools streamline their communication practices.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$3,446 of residual Aboriginal RAM funding from 2018 was applied to this initiative.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$17 098.00) 	<p>A number of students benefited from Mathematics assistance in both a classroom and small group setting.</p> <p>Literacy support was provided in both individual, small group and whole class support, using MacLit, MiniLit and additional SLSO support in mainstream classrooms. A number of students made significant improvements, with some of them achieving at sound levels and no longer requiring support.</p>
<p>Low level adjustment for disability</p>	<p>\$141 of RAM low SES funds from 2018 applied to this initiative</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$15 540.00) 	<p>Literacy support was provided to individual students with additional SLSO support in small groups and mainstream classrooms. A number of students made significant improvements, with some of them achieving at sound levels and no longer requiring support.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS came as a staffing component</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$28 707.00) 	<p>QTSS allowed the two assistant principals additional release time to establish collaborative practices in the school. It provided staff with the opportunity to work together, developing lesson plans and assessment tasks.</p>
<p>Socio-economic background</p>	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$29 754.00) 	<p>Low socio economic funding was applied to support students with assistance for a range of activities such as excursions, uniforms and school activities. In addition, funding was used to provide additional learning support for students in need of extra assistance for a range of reasons.</p> <p>In 2019 a total of 26 students accessed learning support, from all classes K-6. The provision of learning support has allowed students to engage more confidently with learning in a school environment, which has led to increased levels of confidence and improved learning outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	79	77	86	93
Girls	65	69	73	79

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	95.9	95.7	95.1
1	96.7	92.3	95	95.1
2	92.5	94.1	93.5	95.1
3	96.3	92.7	95.7	93.9
4	93.5	94.3	95.6	97
5	96.6	94.9	95.1	93
6	95.4	93.3	96.2	94.4
All Years	95.1	93.9	95.2	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	225,860
Revenue	1,716,888
Appropriation	1,641,762
Sale of Goods and Services	2,101
Grants and contributions	71,892
Investment income	1,133
Expenses	-1,656,821
Employee related	-1,430,101
Operating expenses	-226,720
Surplus / deficit for the year	60,067

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	38,646
Equity Total	105,078
Equity - Aboriginal	17,098
Equity - Socio-economic	29,754
Equity - Language	0
Equity - Disability	58,226
Base Total	1,401,618
Base - Per Capita	37,307
Base - Location	26,184
Base - Other	1,338,127
Other Total	67,782
Grand Total	1,613,124

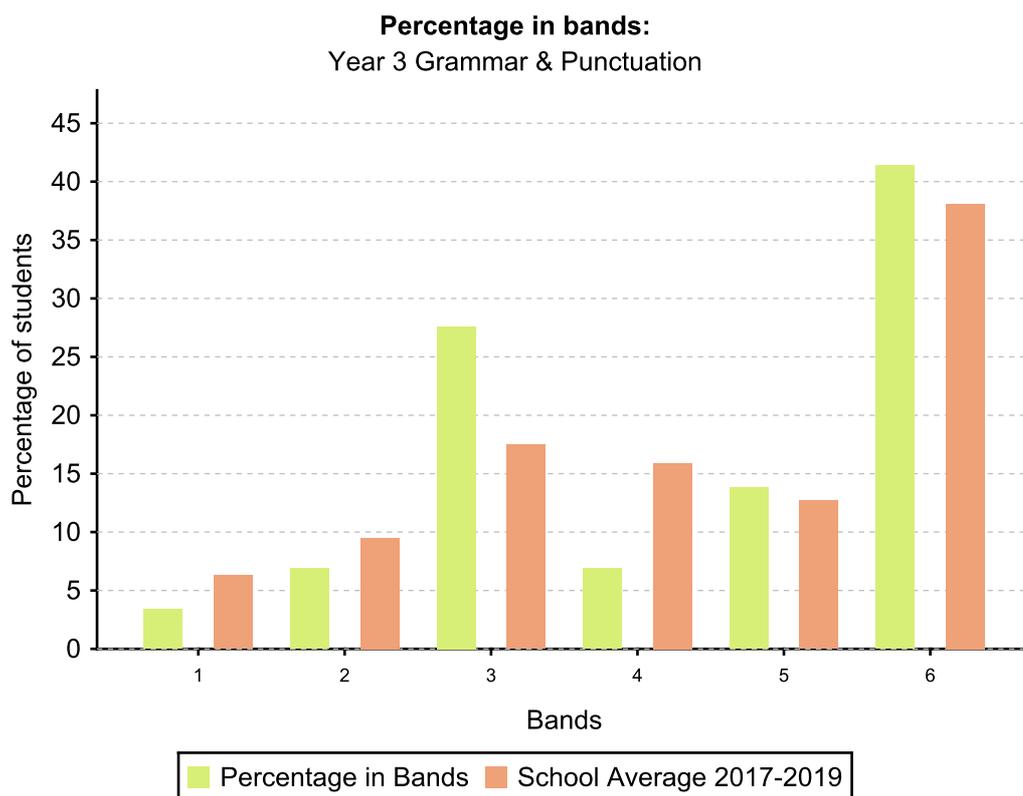
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

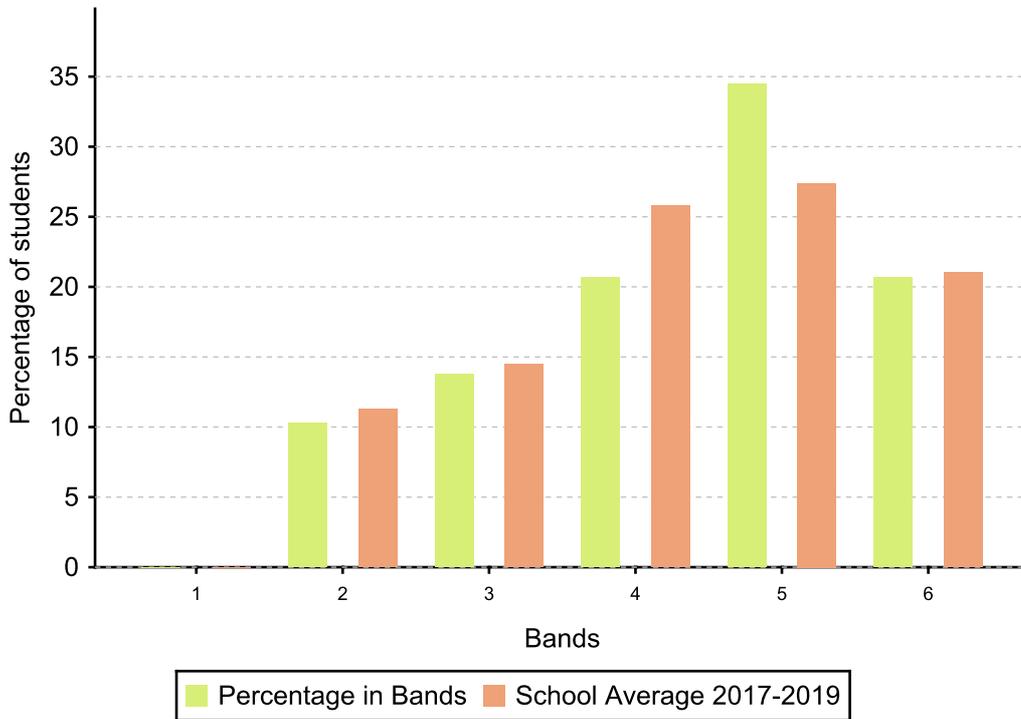
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



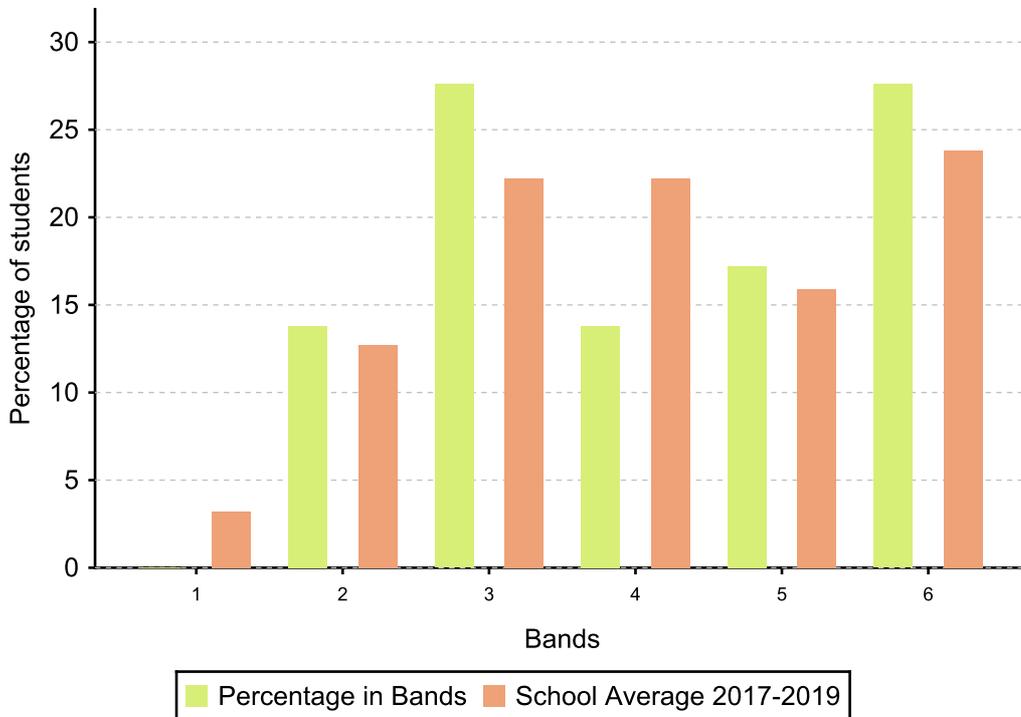
Band	1	2	3	4	5	6
Percentage of students	3.4	6.9	27.6	6.9	13.8	41.4
School avg 2017-2019	6.3	9.5	17.5	15.9	12.7	38.1

**Percentage in bands:
Year 3 Reading**



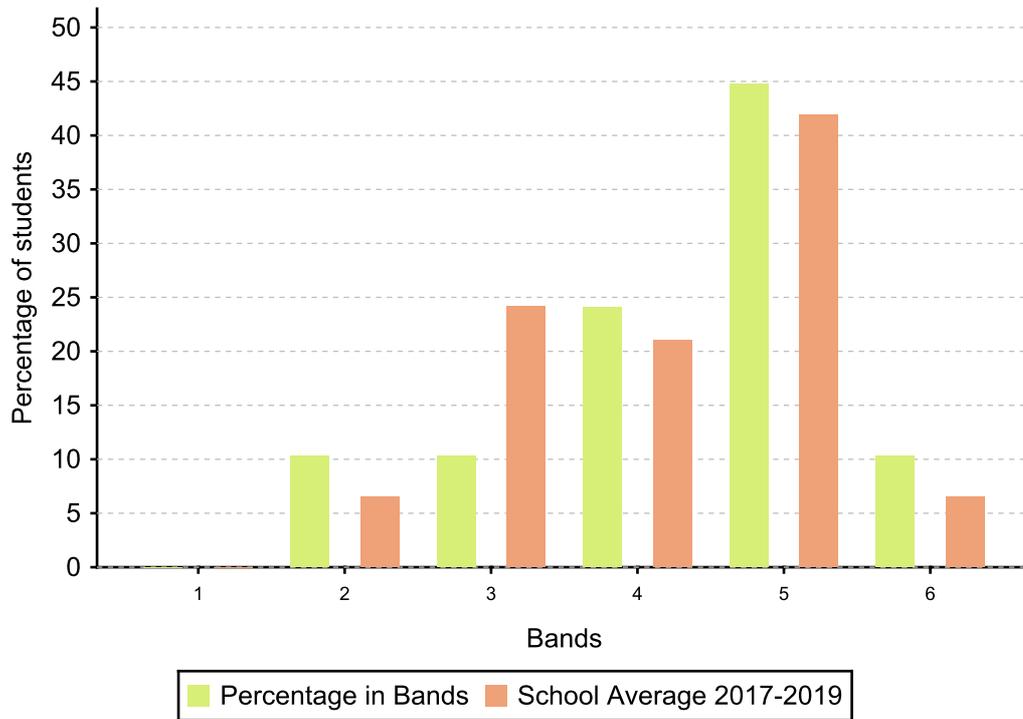
Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	13.8	20.7	34.5	20.7
School avg 2017-2019	0	11.3	14.5	25.8	27.4	21

**Percentage in bands:
Year 3 Spelling**



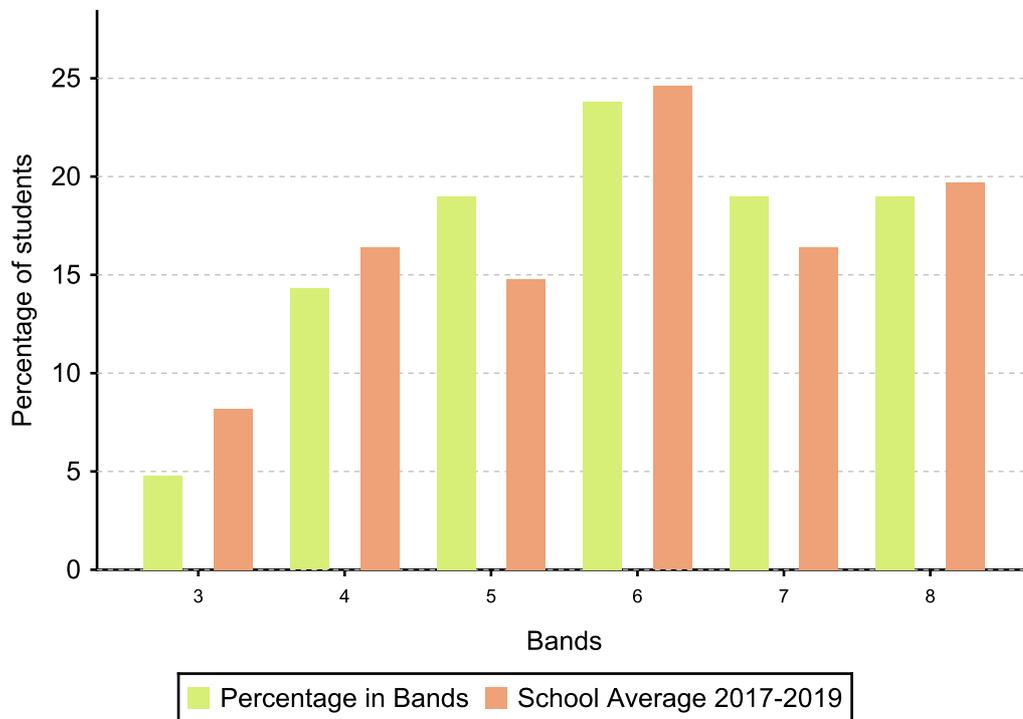
Band	1	2	3	4	5	6
Percentage of students	0.0	13.8	27.6	13.8	17.2	27.6
School avg 2017-2019	3.2	12.7	22.2	22.2	15.9	23.8

Percentage in bands:
Year 3 Writing



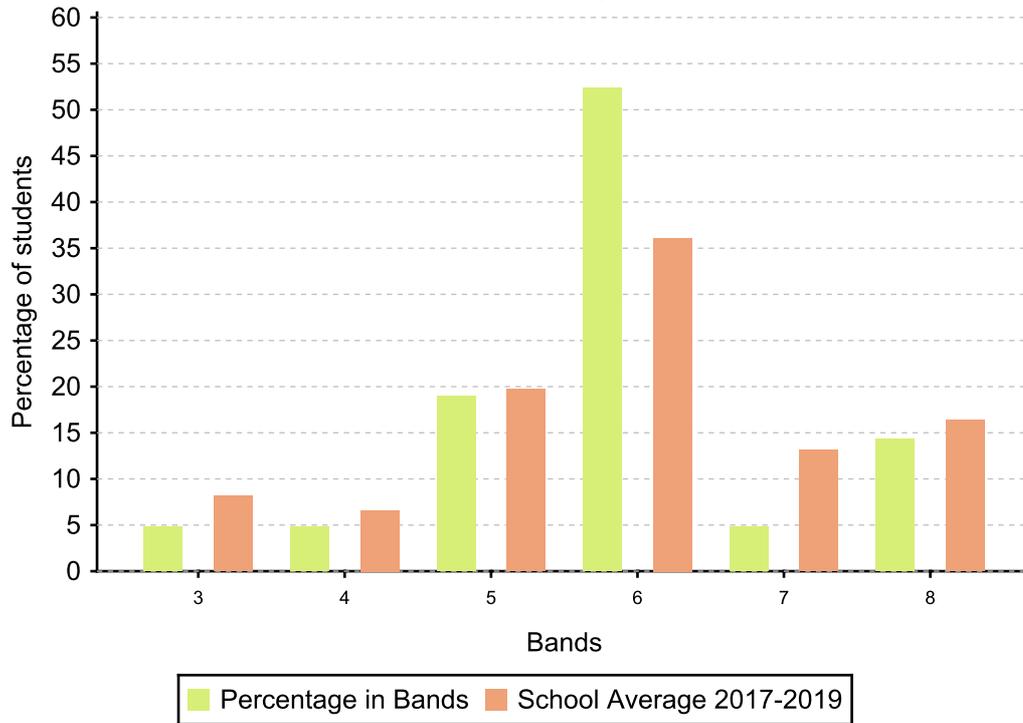
Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	10.3	24.1	44.8	10.3
School avg 2017-2019	0	6.5	24.2	21	41.9	6.5

Percentage in bands:
Year 5 Grammar & Punctuation



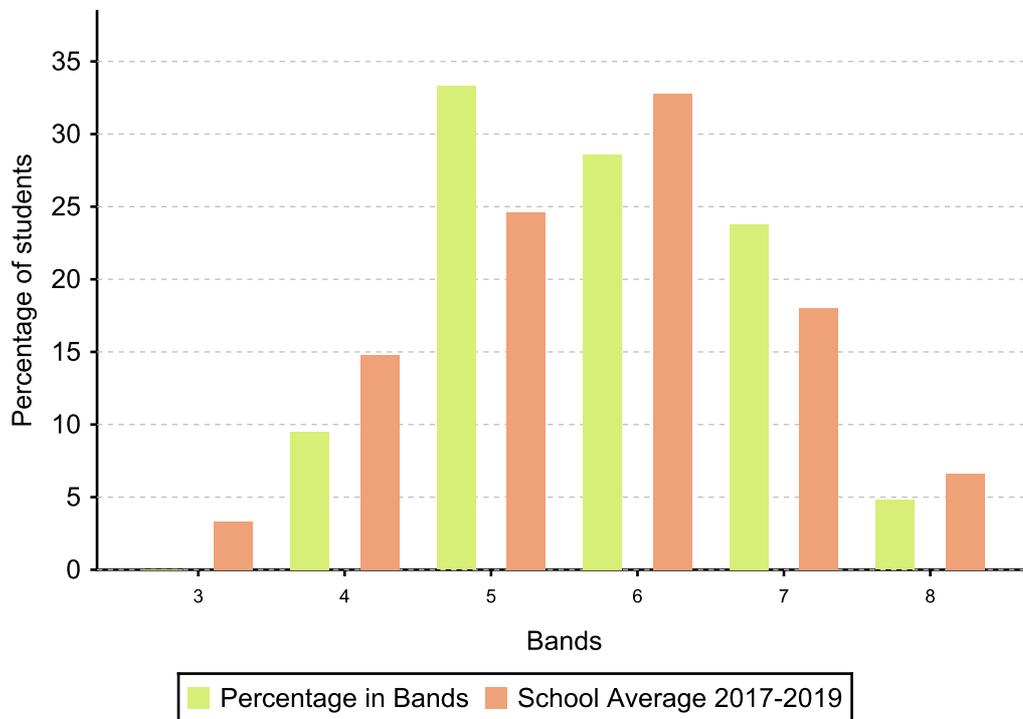
Band	3	4	5	6	7	8
Percentage of students	4.8	14.3	19.0	23.8	19.0	19.0
School avg 2017-2019	8.2	16.4	14.8	24.6	16.4	19.7

Percentage in bands:
Year 5 Reading



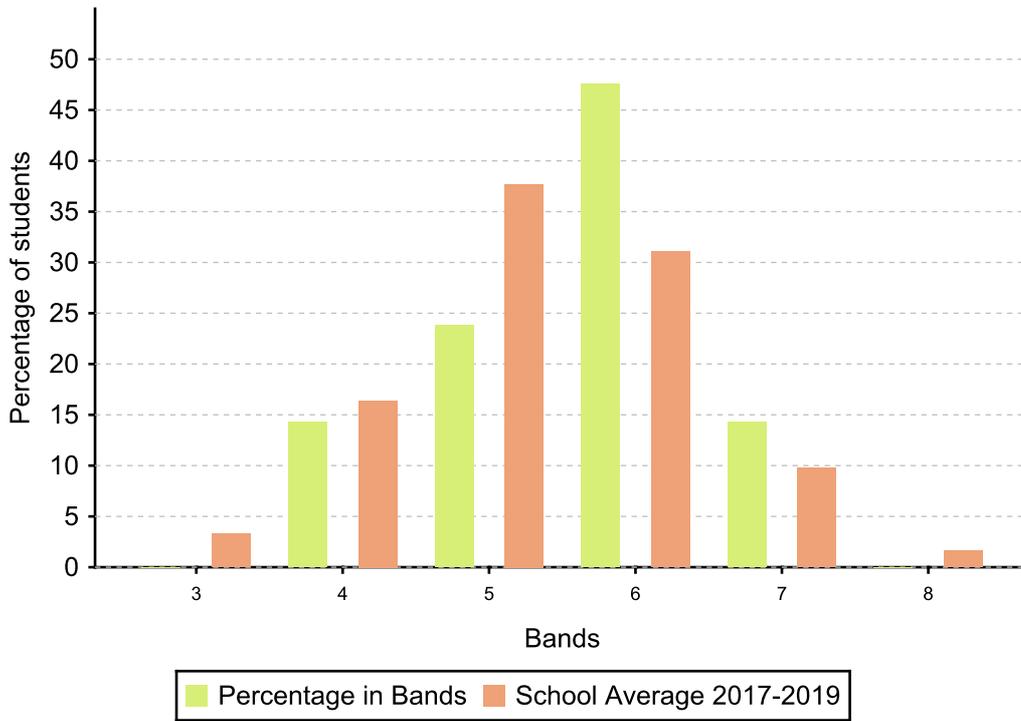
Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	19.0	52.4	4.8	14.3
School avg 2017-2019	8.2	6.6	19.7	36.1	13.1	16.4

Percentage in bands:
Year 5 Spelling



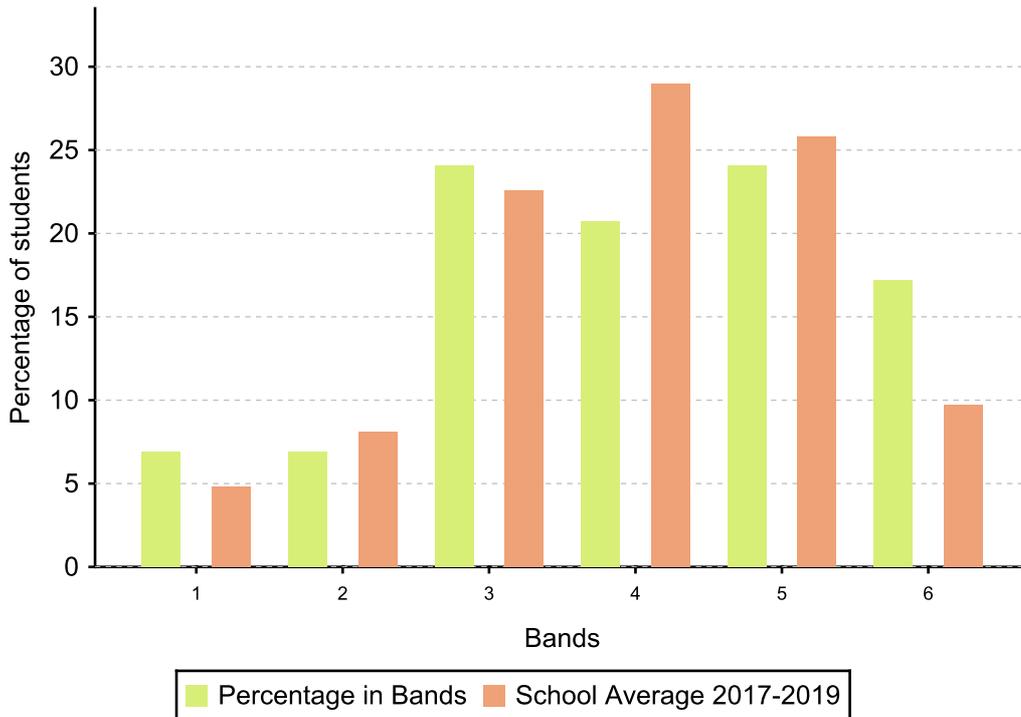
Band	3	4	5	6	7	8
Percentage of students	0.0	9.5	33.3	28.6	23.8	4.8
School avg 2017-2019	3.3	14.8	24.6	32.8	18	6.6

Percentage in bands:
Year 5 Writing



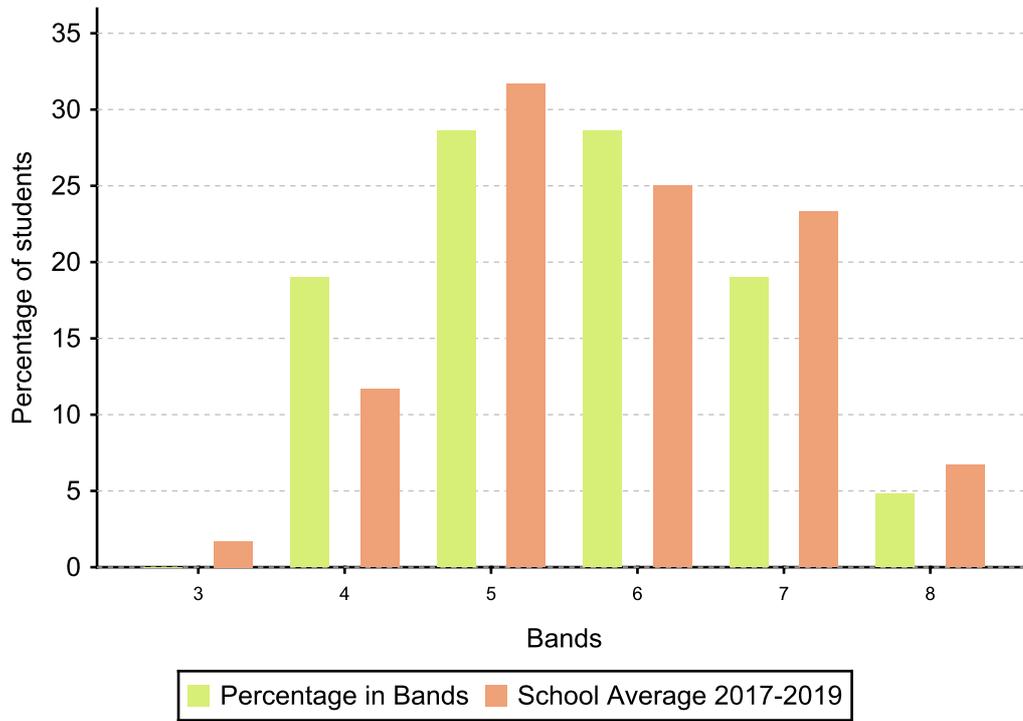
Band	3	4	5	6	7	8
Percentage of students	0.0	14.3	23.8	47.6	14.3	0.0
School avg 2017-2019	3.3	16.4	37.7	31.1	9.8	1.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	6.9	6.9	24.1	20.7	24.1	17.2
School avg 2017-2019	4.8	8.1	22.6	29	25.8	9.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	19.0	28.6	28.6	19.0	4.8
School avg 2017-2019	1.7	11.7	31.7	25	23.3	6.7

Parent/caregiver, student, teacher satisfaction

Timbumburi Public School uses Tell Them From Me to survey students each year. The results help to guide school planning and identify improvements needed. Most results from our school are at or above the NSW government school norm. Overwhelmingly students have told us they feel a strong sense of belonging and feel accepted and valued (84%) and that they have people at school they can trust (85%). They try hard (94%), are interested and motivated (78%) and they display positive behaviour (89%). They feel their time is used effectively, their work is relevant and that it is also rigorous. The majority of students believe they have someone at school who provides advice and can be turned to for advice. The number of students who believe they are victims of bullying is less than the NSW government school norm. Students believe staff have high expectations for students. Our students generally state that they are happy at school and their schooling is of value. They recognise the important role the school and its staff play in their lives.

Parents and caregivers were surveyed to gauge their satisfaction with the school and the education available for their children. Overwhelmingly, parents and caregivers believed the school provided a positive experience for their children. All respondents agreed that the school valued their child's education. All respondents felt comfortable about approaching the school and its teachers. All respondents felt the school valued parent engagement. Ninety three percent of respondents believed the school had high expectations of its students.

Staff are very positive about Timbumburi Public School and value working in a school with interested and engaged students, caring and respectful parents/caregivers and a cohesive staff. They note a strong sense of team work and a shared goal of providing the best opportunities possible for students, across a wide range of opportunities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.