

Tumbarumba Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Tumbarumba 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

At Tumbarumba Public School we aim to achieve excellence in teaching, learning and leadership to provide the best possible education to every student. We provide challenges and opportunities which enable our students to become innovative, creative and responsible members of society.

School context

Tumbarumba Public School is set in the western foothills of the Snowy Mountains, within the vicinity of the regional centre of Wagga Wagga. Tumbarumba is a vibrant, active and diverse community which serves the needs of a range of industries including agriculture, forestry and tourism. The school fosters engagement at all levels and values its strong community partnerships. The school caters to a broad range of socio– economic backgrounds including 15 Aboriginal students.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Teaching

In the domain of 'Teaching', based on our evidence, we have made the judgement of Sustaining and Growing in 'Learning and Development'. All programs at TPS are guided by the three elements of the School Plan – High Quality Learning, Teaching Excellence and Leadership. Student growth is being led through a strategic plan of targeting teaching practices through aligning consistent protocols. This is achieved by professional learning, peer observations and feedback, common programs across K–6 classrooms and use of evidence-based learning systems to sustain quality teaching practices. Planned opportunities for regular collaboration and feedback between teachers through shared RFF times for stage teams and use of QTSS funds to release teachers from class to analyse student data is increasing capacity to meet individual student need and sustain quality teacher practices.

Learning

An overall judgement of Sustaining and Growing has been made in the domain of Teaching. A decision of Delivering in

the elements of 'Effective Classroom Practice, Data Skills and Use and Professional Standards' is based on the development of teachers' collaboration in using a consistent framework of practice sharing curriculum knowledge, data and feedback on student progress. Leaders have continued to focus on building teacher capacity in explicit teaching strategies and providing feedback to help students achieve lesson learning intentions and success criteria. The school provides opportunities for all staff to maintain and develop their professional standards. Staff at TPS select goals which align and support the achievement of the School Plan Strategic Directions and develop proficiency in the teaching of Literacy and Numeracy. We have encouraged the pursuit of higher levels of accreditation to create a culture of instructional leadership and whole school improvement. Teachers are using their observations of practice to build skills in explicit teaching and monitoring their own growth through discussions and feedback with their peers. In personal reflections, staff have expressed an increase in confidence in implementing new skills and the positive impact on the growth of their students.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we are delivering. A judgement of Sustaining and Growing was made for 'Learning and Development, Educational Leadership and School Planning, Implementation and Reporting'. The school leadership team has built an environment of mutual trust and respect, creating a culture of continuous improvement in teaching and learning across the school. Involvement in the Leadership and Development Initiative is developing our coaching and mentoring skills to improve teaching and develop aspiring leaders. LDI teachers are implementing Action Plans to improve student outcomes in the areas of creating success criteria in writing and mindfulness to increase student engagement in learning. The collaboratively developed School Plan has provided a line of sight which is effecting an accelerating growth in staff confidence to provide continual improvement. Strategic use of school resources allows creative staffing to ensure all classrooms are resourced and supported to enhance learning and service delivery. This sees the judgement of Delivering in Management Practices and Processes. The school community is given opportunities to reflect and respond on levels of satisfaction and these contributions are evaluated appropriately.

Strategic Direction 1

High Quality Learning

Purpose

The whole school community is committed to high expectations in continual student growth, through implementing evidence-based improvement measures, curriculum planning and student wellbeing programs. Our school environment enables every student to become creative, innovative and engaged learners using data to monitor student achievement.

Improvement Measures

100% students show a minimum of one year's growth for one year's learning in all Key Learning areas including Literacy and Numeracy.

100 % staff using evidence from formative and summative assessment data to guide differentiated student learning.

Improved levels of wellbeing and engagement: Increased proportion of students achieving above minimum proficiency.

10% increase of students achieving minimum proficiency.

Progress towards achieving improvement measures

Process 1: High Expectations

Develop, implement and evaluate teacher and student capacity to set explicit **learning goals** and **feedback** to achieve growth in reading texts, comprehension, writing, place value and problem solving.

Evaluation	Funds Expended (Resources)
<p>100% of teachers are utilising more Learning Intentions however continued Professional Learning is required to consolidate teachers' confidence and also in connecting Learning Intentions to student achievement of Learning goals.</p> <p>Tell Them From Me results in 2019 on student engagement showed that 88% of students stated their teachers set clear goals and 81% said that teachers tell them what is expected. A specific survey where students were asked to identify the Learning intention of the lesson showed an increase from the initial survey in February until the final survey in July of 90%.</p>	<p>Professional Learning</p> <p>Curiosity & Powerful Learning fees and relief \$5772.72</p>

Process 2: Curriculum

Deliver professional learning in the literacy and numeracy learning progressions in reading, comprehension, writing and place value in order to build teacher capacity to differentiate the learning and deepen the use of the syllabus.

Evaluation	Funds Expended (Resources)
<p>All students are plotted on the Learning Progressions in PLAN2 in Reading and Viewing and Creating Texts at the end of every term. Evidence of deepening of teacher knowledge of the Learning Progressions amongst teachers indicated the use of Learning Progressions for programming, assessment and differentiated grouping of students for learning.</p> <p>Implementation of cross school consistent teacher classroom timetables and teacher programs are leading to increased consistency in delivery of high quality learning. Anecdotal evidence of increased confidence of teachers in knowing what they need to do to implement an effective reading program.</p>	<p>Teacher to release staff for collaborative planning, peer observations and analysis of student data. SLSOs and Learning Support Team targeting student with learning disabilities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$28707.00)• Aboriginal background loading (\$17626.00)• Low level adjustment for disability

Progress towards achieving improvement measures

All students are plotted on the Learning Progressions in PLAN2 in Reading and Viewing and Creating Texts at the end of every term. Evidence of deepening of teacher knowledge of the Learning Progressions amongst teachers indicated the use of Learning Progressions for programming, assessment and differentiated grouping of students for learning.

Implementation of cross school consistent teacher classroom timetables and teacher programs are leading to increased consistency in delivery of high quality learning. Anecdotal evidence of increased confidence of teachers in knowing what they need to do to implement an effective reading program.

(\$24137.00)

• Socio-economic background
(\$53358.00)

Process 3: Student Wellbeing

Strengthen and integrate the whole school approach to well being in which students can connect, succeed, thrive and learn through data driven, research-based whole school initiatives.

Evaluation	Funds Expended (Resources)
<p>Wellbeing and Positive Behaviour Learning initiatives during 2019 have showed the impact of programs on behaviour resulting in an increased number of students in the 'green' zone and decrease in 'yellow' and 'red' zones for PBL fortnightly data collection analysis. Fortnightly data analysis leads to next steps in the behaviour focus for the whole school for the next 2 weeks.</p> <p>Targeted interventions to support students with learning difficulties showing decrease in students over the past 3 years in NAPLAN in the bottom 2 bands in Literacy by 6% in Reading and 3% in Numeracy. Analysis of the York Assessment for Reading and Comprehension of students with reading difficulties showed an 100% increase in comprehension following interventions but required further intervention in sound decoding.</p> <p>Teachers anecdotally reflect interventions utilised including Sensory Rooms in Primary ES1, S1 sections and morning physical activity "Heavy Work" result in students with escalated behaviour returning to the class room with increased regulation of their behaviour. A cycle of analysis will measure impact of behaviour and learning initiatives.</p>	<p>Staff implement the Positive Behaviour Learning and Learning Support strategies.</p>

Strategic Direction 2

Teaching Excellence

Purpose

Effective teachers continually strive to deepen their own capacity to inspire students to be life long learners. They identify, understand and implement the most effective research based teaching methods, showing professionalism and commitment to ensuring our students will achieve personal success and wellbeing.

Improvement Measures

- Increase the proportion of students demonstrating expected growth in the syllabus outcomes each year by 10%.
- Evidence of increased collaboration between teachers to analyse data and use of this evidence to guide teaching and learning decisions.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Develop systems to enable teacher collaboration to implement evidence-based practices that improve achievement of student outcomes.

Evaluation	Funds Expended (Resources)
<p>Allocating QTSS time has enabled designated time for staff to collaborate to analyse student data resulting in deeper reflection of student work samples and learning directions to improve student outcomes. Working with the Literacy and Numeracy Strategy Adviser deepened staff skills in using PLAN2 data to inform next steps in teaching and learning.</p> <p>Teachers gave a positive response to evaluation on whole school focus on implementation of Curiosity and Powerful Learning whole school improvement plan including explicit development of effective teaching strategies and collaborative triad group peer observations by teachers to build teacher capacity in the classroom.</p>	<p>QTSS collaboration day for teachers to place students on the Learning Progressions and analyse student progress data.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$28707.00)

Process 2: High quality teaching and learning.

Build capacity and practice of teachers, drawing on research based pedagogy and professional learning in reading, comprehension, writing, place value and problem solving to ensure every student experiences high quality teaching.

Evaluation	Funds Expended (Resources)
<p>L3 Teacher mentor worked alongside K12 teachers to increase teacher skills in reading and writing.</p> <p>Teachers are utilising PLAN 2 data in Reading including reading fluency and Understanding texts to individualise student learning.</p> <p>Teachers have anecdotally reflected on the positive impact of peer observations and support in increasing their quality of teacher practice in the classroom. applying consistent teaching and learning strategies across the school.</p> <p>Beginner teacher participated in Graduate Teachers Network and received mentoring and Professional Learning throughout the year. Teacher was also supported within the school by HAT on staff. Beginner Teacher attended additional Graduate teacher days and behaviour management training. She showed developing confidence in managing challenging behaviour and also deepened her knowledge and skills in teaching in Stage 3 and Early Stage 1.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4500.00)• Support for beginning teachers (\$14000.00)

Progress towards achieving improvement measures

Process 3: Data

Engage in professional learning in data concepts, tools and analysis to guide reflection of teacher effectiveness and inform future directions.

Evaluation	Funds Expended (Resources)
<p>Teachers are demonstrating the effective culture of collaborative collection and analysis of data to drive high quality teaching in every stage.</p> <p>Allocation of additional Staff Development Days enabled staff time to focus on developing a deeper understanding of using PLAN2 data to inform future learning.</p>	

Strategic Direction 3

Leadership

Purpose

Leaders, at all levels, ensure a collective responsibility for fostering a school wide culture of high expectations and responsibility for student engagement, learning, development and success.

Improvement Measures

- Increased teacher capacity shown through improvement in student achievement on internal and external assessments.
- Increase of teachers seeking accreditation at higher levels.

Feedback in TTFM surveys from the school community reflects increased levels of confidence in school leadership team.

Progress towards achieving improvement measures

Process 1: Instructional Leadership:

Provide frameworks to facilitate development in instructional and management leadership skills for all staff.

Evaluation	Funds Expended (Resources)
<p>Increased participation in instructional and management leadership skills for all staff through leading Professional learning and opportunities to mentor staff:</p> <p>Staff Responsibility for Professional Development: Staff have gained experience in developing and implementing an action plan to increase their knowledge of the KLA or skill and lead staff development.</p> <p>Leadership Development Initiative: Two teachers were successful in gaining a position in the <i>Leadership Development Initiative</i> and developed and trialled their action plan based on implementing effective feedback in the classroom. Both inquiry projects provided evidence of impact of feedback in improving student outcomes. The principal participated gaining experience and knowledge as a mentor in leading staff in implementation of their projects.</p> <p>1. Mindfulness –resulted in a grading of 'exemplary'. This project utilised a range of feedback strategies to increase student self-regulation in engaging in learning tasks. The project was awarded with an 'exemplary' grade and the following excerpt from the comments: <i>"Congratulations! The assessment panel has completed assessing all submissions and has deemed your project to be exemplary"</i>. The LDI was designed to support current and aspiring leaders to develop their leadership capability.</p> <p>2. Co-Construction of Success Criteria: In the trial the class teacher utilised the students' involvement in co-construction of the criteria for success in learning weekly spelling words. Students showed evidence of developing ownership identifying strategies they needed to learn and the increase in correct spelling words in weekly creative writing tasks. The teacher was successful in obtaining a position as relieving AP in another school and did not submit the final report.</p>	<p>A grant for Leadership Development Project funded the project.</p>

Process 2: Performance management and development

Support teaching and non-teaching staff to achieve continual improvement and attain higher levels of accreditation to provide high quality learning opportunities for all students.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Teachers to show evidence of progress towards achievement of Accreditation Goals for the year linked to The Australian Standards for Principal and Teachers, School Excellence Framework and School Plan 2019.</p> <p>Increased capacity of teachers to use Australian Standards to improve their knowledge and skills as teachers.</p> <p>Casual teacher relief to enable all staff to undertake peer observations and reflections for their Performance Development Plans to increase teaching strategies.</p>	<p>8 x casual teacher days teacher release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$17 626.00) 	<p>All Aboriginal Background student progress were monitored with Personal Development Plans by classroom teachers. They are monitored and communicated with parent/teacher/student interviews twice a year and twice yearly reporting.</p> <p>Staffing:</p> <p>Additional SLSOs to support implementation of Personal Development Plans in all classes.</p> <p>NAIDOC Day: HAT staff member led the establishment of a working party in collaboration with local Aboriginal people with the goal to provide authentic engagement between local indigenous groups and the school community to deepen respect and knowledge of the local Aboriginal culture and history. Indigenous groups led an engaging and successful day with hands on activities including craft, dance, exploration of artefacts and visiting Murrays Crossing – a local indigenous site where students listened to local elders tell stories about their culture in this area.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$7 197.00) 	<p>Evaluation of learning progress of identified EALD students on the Learning Progressions and against the EALD Scales. All students working below expectations are supported with an Individual Learning support program and interventions.</p>
Low level adjustment for disability	<p>0.384 SLSO</p> <p>.5 LST Leader</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$23 520.80) Low level adjustment for disability (\$53 358.00) 	<p>Evaluation and review of student progress using standardised assessments has directed increased focus on training and implementation of phonics based programs to improve literacy outcomes and targeted support of student with disabilities.</p> <p>Implementation of initiatives in Wellbeing have shown a decrease in disruptive behaviour and increase of students in positive behaviour according to PBL data.</p>
Quality Teaching, Successful Students (QTSS)	<p>RFF/LST</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$28 707.00) 	<p>Teachers provided with additional time and support to collaborate and analyse student progress data and plan for student growth. This has shown an increase in understanding of the Learning Progressions as teachers become more proficient in use of PLAN 2 for differentiation of learning.</p>
Socio-economic background	<p>CER SLSO</p> Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$58 349.00) 	<p>Students participating in the Centre for Effective Reading program have all shown 'above expected growth' in literacy. NAPLAN has shown a decrease of 10% in literacy in bottom two bands over the last three years.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 130.00) 	<p>The Graduate Teacher Support Program Initiative supported a beginner teacher by providing professional learning, mentoring and social networking with other graduate teachers. This was particularly beneficial for teachers in rural and remote schools who</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>usually do not have this level of support. This was combined with a school based mentor and additional targeted Professional Learning in class behaviour management to focus on developing capacity within the school in all stages throughout the year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	80	90	81	77
Girls	73	74	84	87

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.3	92.2	92.6	91.1
1	89.1	88.1	93.4	89.6
2	92.4	89.4	90.7	90.1
3	92.6	91.9	90.5	90.6
4	93.4	91	92.6	87.6
5	92	90.4	91.3	90.1
6	92.8	91.4	91.1	88.1
All Years	92.3	90.7	91.8	89.6
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
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*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	141,135
Revenue	2,120,035
Appropriation	1,982,759
Sale of Goods and Services	12,016
Grants and contributions	124,619
Investment income	642
Expenses	-2,048,515
Employee related	-1,802,187
Operating expenses	-246,328
Surplus / deficit for the year	71,520

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	156,187
Equity Total	183,550
Equity - Aboriginal	17,626
Equity - Socio-economic	77,077
Equity - Language	7,197
Equity - Disability	81,649
Base Total	1,441,383
Base - Per Capita	38,715
Base - Location	65,150
Base - Other	1,337,517
Other Total	107,432
Grand Total	1,888,551

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Survey In 2019 a survey was conducted at the annual presentation night with senior students moving through the audience capturing 59 surveys on iPads from 59 family and community members.

Participants were able to respond to questions on the following areas:

The most popular ways of keeping up with school news and happenings were 39.66% reading the fortnightly newsletter and 32.76% using the Tumbarumba PS Facebook page

69% of parents surveyed made a phone call to the school if they had an issue or concern with the next contact being 11.86% to the classroom teacher for a meeting.

Volunteering at school ranged from 21.74% helping in the classroom to 30.43% helping at school sports.

71.19% of parents nominated reading at home every night as very important.

Using the students to gather data on iPads at a large event was the most successful method for obtaining parent and community response in recent years and we will continue to use this method to gauge our parent and community opinions in the future.

Student Engagement is measured by student from Years 4, 5 and 6 participating twice yearly in the Tell Them form Me Survey conducted by the research body CESE.

This year's survey trend data in between the two points of capture of data in April and October showed student increase in positive engagement and participation in school activities in the majority of domains.

2019: Participation in Sports – 83% to 87%; Participation in Extra-curricular Activities – 53% to 75%; Positive Relationships – 72% to 80%; Values School Outcomes 94% to 95%; Positive Behaviour at School – 81% to 84%; Interest and Motivation 64% to 67%.

Students are encouraged to join in a range of activities, and are also provided with a student teacher mentoring system which allows students to nominate and connect with an additional teacher to go to in times of need.



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.

NAIDOC Day in 2019 was a significant day in our understanding of the indigenous history of the Tumbarumba area. Members of the students' families from local tribes including the Ngarigo and Wiradjiri peoples shared cultural stories and experiences with the students. Students travelled by bus to local grounds at Murrays Crossing where elders shared stories of their people including family life, food gathering locally and to the higher mountains and travelling to what is now the Wagga region for corroborees. Wiradjiri tribe members demonstrated hunting and food gathering artefacts and taught students dances. We are very appreciative of this important sharing of information with our students so they can have an authentic knowledge and understanding of our indigenous culture, both past and present.

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.

