

Tamworth South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and promotes student voice. High expectations and wellbeing programs aimed at ensuring academic achievement, student resilience and a commitment to personal best.

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

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>

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Professional Learning in evidenced based practice and strategies for implementation.

Processes developed to support teachers to embed professional learning into practice.

Instructional Leaders(EAfS & AbEd) and Assistant Principals work with teachers focusing on support of quality teaching practice in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Support for Curriculum Delivery– To support teachers a new K–6 TSPS English Scope and Sequence was developed. Using high quality mentor texts, stage exemplar units were designed to reorganise syllabus content into textual concepts. This has enabled higher intellectual quality teaching to be delivered, resulting in deeper student learning. Focus on syllabus understanding, differentiation and collaborative planning across the school, has enabled more explicit teaching to be delivered.</p> <p>A greater understanding of ongoing assessment and its purpose to support directives and drive future teaching, is developing. The development of assessment schedules across the school, to include the collection of regular Running Records, writing samples placed on the Writing Analysis Tool, SENA testing, PAT testing in Maths and Reading(and writing in Primary), and also the Spelling diagnostic and content assessments has led to more rigorous and regular data collection. Tracking sheets, the use of Rubrics and updating PLAN has enabled staff to identify needs and show growth.,</p> <p>The implementation of a strong highly skilled Learning and Support team with identified process has enabled staff access to a more supportive and professional approach to student learning and well-being. Targeted delivery of Professional Learning across the school, has led to a collaborative teams approach, higher expectations, greater understanding of Departmental Policy requirements and a sense of collegiality. Using a modeled, guided and independent approach, Instructional Leadership has built staff capacity, developing self reflection against best practice.</p> <p>Across the school, programs including Fluency Fantastica, Minilit, Multi Sensory Learning, L3, Draw–Talk –Write–Share, Interactive Writing, Close Reading, Speech Intervention, STEAM, Sound Waves On–Line, and the purchasing of new resources has engaged and supported students in their learning.</p> <p>Next Steps– Continued Professional Learning and support in the delivery of explicit teaching using evidenced based practices and strategies for tracking</p>	<p>QTSS relief</p> <p>Casual relief \$2000</p>

Progress towards achieving improvement measures

student progress, differentiation and embedding assessment will be needed to build staff capacity and student improvement across the school in 2020. Deepening the understanding of using data to inform practice will also be a focus for staff Professional Development.

Process 2: Future Focused Teaching and Learning

Professional Learning in evidenced based practice to implement and develop quality teaching and learning cycles within a flexible and collaborative environment.

ICT resources including devices and specialist personnel support quality learning experiences.

Evaluation	Funds Expended (Resources)
<p>Professional Learning at TSPS was initially driven by the Melbourne Declaration, where it centred around staff developing a greater understanding of educating students from Aboriginal and lower socio-economic communities. "Bridges Out of Poverty" workshops were a means of increasing staff efficacy and providing knowledge of interventions that can improve outcomes including attendance and engagement. This learning, provided staff with the knowledge, understanding and the tools to approach sensitive issues in a respectful and constructive way. It offered solutions that were practical and strategic in addressing everyday interactions. Many staff have engaged and demonstrated an increased understanding, although at various levels, and are placing greater value on the need to develop relationships that connect school and community. Training staff in "Life Skills Go" was undertaken to empower staff to support the 'whole child.'</p> <p>Evidence-based practices in Professional Learning, such as Visible Learning, has been undertaken. Using Learning Intentions and Success Criteria has enabled students to understand the purpose of their learning and how they can be successful. Extending oral language by incorporating field building opportunities using the Mode Continuum and implementing the Draw-Talk-Write-Share process has further enhanced the Speaking and Listening opportunities built through L3 for our students.</p> <p>Professional Learning Communities were dedicated Professional Learning time to develop collegiate learning opportunities across stages. Executive planned directions and implemented successive sessions. Stages worked collaboratively, and Teaching Sprints were implemented to address identified areas of need. Teachers constructed the steps necessary for improvement and strategically implemented them. Quality Teacher Rounds were also commenced in Stage 2 to encourage self reflection and opportunities for group feedback. Staff positively worked together, reflected upon their practice and continued to incorporate the new strategies into classroom practice.</p> <p>Meeting student need Professional Learning was undertaken in the form of sessions on Differentiation, Autism, PBL and Trauma training. 'One size fits all' is no longer acceptable and although the expectation is set, there is still room for growth.</p> <p>Additional KLA support, for Writing, Spelling and for accessing the Learning Progressions, alongside regular L3 training has supported staff in best practice. As a result, most staff are initiating changes of practice and embracing a cycle of improvement.</p> <p>Purchasing of ICT resources including Ipads, and online programs has</p>	<p>Life Skills Go \$3000</p> <p>Bridges out of Poverty \$2500</p> <p>ICT \$60 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Progress towards achieving improvement measures

teaching. An additional male STEAM teacher has been utilised to strengthen engagement, further build relationships and support quality learning experiences in the senior classes.

Next Steps– To further implement and develop quality teaching and learning cycles a review of where current need is, will have to be undertaken. Instructional Leadership within a flexible and collaborative environment will continue to build explicit teaching skills. By moving later in 2020, to a more guided approach with staff for Literacy and Numeracy planning and teaching, we will ensure rich English units support student learning and further capacity building of staff in conceptual planning will take place. Surveying staff, extending the Quality Teacher Rounds, implementing classroom Walkthroughs and undertaking rigorous program reviews will explore the whole school take up of all professional learning. A clearer picture of Visible Learning practices, English unit implementation, use of the syllabus and the implementation of daily 'non-negotiables' will also direct future focus.

Process 3: Student Transition Programs

Current transition programs reviewed and updated in line with the current needs of all key stakeholders. Increase links with partner schools to ensure transition programs cater for students with special needs.

Strong links established, effective processes developed and relationships enhanced with all preschools and relevant parties.

A focus on building parent engagement and relationships through kindergarten transition.

Effective communication strategies are inclusive of all prospective kindergarten families ensuring equal opportunity.

Evaluation	Funds Expended (Resources)
<p>Transition Programs– At Tamworth South the Transition programs have increased substantially to provide support for new Kindergarten and Year 7 students.</p> <p>The Kindergarten Transition program included information visits to community centres and Pre Schools in the area by Executive, a welcome to Tamworth South event for Parents, eight morning sessions for students organised and implemented by all current Kindergarten teachers, a school tour for both parents and students and several Parent workshops to build parent knowledge. Starting School packs were provided which contained a new school hat which was welcomed gratefully by parents. The Transition survey indicated an average 4.7 rating out of 5 for satisfaction and comments indicated parents were pleased with the program overall finding it –"extremely valuable" with the "socialising, kindness and overall information provided" noted in comments as most beneficial.</p> <p>Transition to High Schools in the area saw several school visits, parent information sessions and visits to operating classrooms as taster days. Students felt more comfortable with the idea of changing schools by being afforded the opportunities to meet with year advisors and teachers prior to commencing year 7 and high school. Our more vulnerable students were offered extra transition opportunities. Extensive conversations were had with the high schools to share information about these students and how best to support them. This information was then passed down to the year 7 teachers. Higher risk students were identified by us and the high schools were given information on how they as a school could best support these more vulnerable students. Tamworth High School invited our female Aboriginal Student's the opportunity to attend their Girls Academy. This gave our students greater opportunity to create relationships with older students and incoming year 7 students from other schools and helped form strong supportive networks and a sense of belonging prior to the transition to high school.</p>	

Progress towards achieving improvement measures

Next Steps– An expansion of the Kindergarten Transition program will be undertaken in 2020 with a clearer process for new parents to understand the expectations for them on the start day. Interacting with Aboriginal services and Day Care Centres would widen the net for community awareness. Current Kindergarten classes also need to be considered so that their learning is not interrupted with provision of staff to replace class teachers on the Transition class .

For Year 7 students we will continue to build on and strengthen our relationships with our local high schools. We will utilise the expertise of specialist high school teachers in Dance, and Physical Activity and Sport Studies to begin forming positive relationships and a greater understanding of the high school environment for our senior students . We will continue to build positive relationships between our students and their teachers by creating a culture of care, empathy and fairness to increase their sense of belonging. Creating a sense of belonging in our students while in primary school is crucial in their sense of belong transferring with them into high school. Support for our more vulnerable students will be strengthened with earlier identification and the open transfer of information between schools. We will increase our interaction between our Aboriginal students and the support networks in our high schools such as Girls Academy.

Process 4: Aboriginal Education

Professional learning develops staff knowledge of Aboriginal culture and language.

Systems and processes that support transference of professional learning into practice are embedded. Supported by IL(AbEd).

Staff expertise utilised to develop the understanding of culture and language.

Evaluation	Funds Expended (Resources)
<p>Professional Learning – The Instructional Leader – Aboriginal Students attended the Aboriginal Education K–12 conference. Participants engaged with research, DoE and NSWTF policies to underpin and embed practices in the classroom. The conference explored practical examples of ways to improve outcomes for Aboriginal students, develop knowledge and understandings of Aboriginal Australia for all students and how to build relationship and partnerships with Aboriginal communities. The conference was the seed for trialling Goal Hub at TSPS – an electronic platform for Personalised Learning Plans.</p> <p>Development of Stage 3 literacy units based on rich quality texts by Aboriginal authors – The units allowed our Aboriginal students to share in the same educational opportunities experienced by our non-Aboriginal students, allowing them to be strong in their own culture and language. The units further supported all students in Stage 3 to understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society. In addition, the units supported and built on the reconciliation process between Aboriginal and non-Aboriginal Australians. Units were delivered in classrooms in Term 3. The Instructional Leader – Aboriginal Students took responsibility of delivering one learning sequence of approximately ten lessons for each unit over a period of ten weeks. This enabled the building of teacher capacity through modelling high expectations for learning outcomes; explicit teaching practices; visible learning strategies; high level questioning; exemplars of success; and processes for student feedback.</p> <p>Instruction in the Gamilaroi language – During 2019 an Aboriginal teacher delivered weekly lessons to all students in the Gamilaroi language. Language carries meaning beyond the words themselves and the weekly lessons were an important platform within which much cultural knowledge and heritage was</p>	<p>Conference \$800</p> <p>Goal Hub trial \$200</p> <p>Text(novel) \$1000</p> <p>Gamilaroi Language teacher (3 terms) \$100 000</p>

Progress towards achieving improvement measures

passed on to both our Aboriginal and non- Aboriginal students.. In addition, speaking and learning the traditional language no doubt improved the well being of our Aboriginal students, by providing a sense of belonging and empowerment. These lessons also authentically embedded the Eight Ways of Learning Framework.

Next Steps

The following initiatives will drive success for Aboriginal students in 2020:

- * Continue to promote a culture of high expectations for Aboriginal students ensuring that our students are appropriately challenged in order to learn and that they are supported by effective structures.
- * Strategic involvement of Aboriginal parents in students' learning to ensure that learning does not stop once students leave the school grounds. A student is always motivated to learn if they know that parents truly value education and that adequate support will be provided at home.
- * Facilitation and provision of professional learning for staff particularly in regard to sustaining quality, evidence-based and culturally-relevant teaching programs, practices and structures for Aboriginal students.
- * Prioritise professional learning in effective use of data to inform practice. Continue to ensure that data is used for professional discussions, including how assessment data helps identify and address the needs of Aboriginal students.
- * Trial implementation of 'Goal Hub' for targeted students which will assist in monitoring, reviewing and reflecting on the progress towards the achievement of short term and long term personal goals. In addition, students will create visual PLPs which will represent each student's personal journey from where they are now to where they want to be, and the skills that need to be mastered before the journey continues. Student PLPs will be displayed in classrooms and each student(with appropriate support) will be personally responsible for completing their learning journey. Successful completion of a learning journey will culminate in a celebration and a badge of recognition to be worn with pride.



Strategic Direction 2

WELLBEING

Purpose

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

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Learning and Community Spaces

The school environment has a variety of areas developed including areas that provide students with physical, emotional and social support, with new learning settings and opportunities for growth in social skills.

Evaluation	Funds Expended (Resources)
<p>Inclusive Learning Environments– Through the preparation of the relaunch for Positive Behaviour For Learning the school aims to further develop productive and inclusive learning environments across the school both internally and externally. Investigations are beginning for a Kitchen/Garden proposal however are only in initial stages. Outdoor learning areas have been improved to include seating with shade, outdoor activities for students in the infants areas and playgrounds for both infants and primary. Investigations and quotes are already happening for a multipurpose court in the infants area. In addition to this classrooms are beginning to be updated with flexible furniture which have improved engagement in the classrooms.</p> <p>Positive Behaviour for learning signage and values are being promoted within the school and a common language shared between the learning community. Explicit lessons are being taught to support the values and Lifeskills Go has been purchased to supplement these values at a classroom and individual level for students.</p>	\$20 000

Process 2: Whole School Wellbeing

Build awareness and understanding of the current local community and its specific challenges and needs.

Professional Learning and skills development to implement programs to support all students of this community.

Review the processes and practices of all current wellbeing initiatives .

Explore shared values and attitudes to develop a whole school commitment to wellbeing practices.

Evaluation	Funds Expended (Resources)
<p>Training for staff of current systems– Staff training for current and new staff of the Wellbeing and Discipline recording system to ensure that data being entered is accurate and valid to allow Executive and the Positive Behaviour For Learning Team are able to support staff through a targeted and strategic approach and work with the Learning and Support Team to implement effective strategies to promote student learning, wellbeing and</p>	Wellbeing Framwork

Progress towards achieving improvement measures

engagement.

Building awareness of current the community – Tamworth South Public School has a number of students from complex and low socioeconomic backgrounds. Professional Learning was completed at the beginning of the year to support staff to understand families and the community more clearly through the Bridges Out of Poverty seminar that all staff participated in. From this training staff were able to network and collaborate to communicate and support students and their families and construct alternative ways to connect with families. Trauma training by Regional Specialists was also delivered to all staff to enhance their understanding of students from complex backgrounds and how to plan adjustments in classrooms to promote greater learning and engagement.

Process 3: Leadership

Staff and student leadership development and opportunities are provided through learning and leading experiences to grow the capacity of staff and students.

Evaluation	Funds Expended (Resources)
<p>School improvement– Executive staff collaboratively renegotiated the school plan to identify areas of concerns and plan for improvement across the school. The Vision and School Plan was shared with staff and the community and allowed effective mapping of more strategic, targeted approach towards learning, wellbeing, leadership and community initiatives. All staff were given the opportunity to share professional learning, lead initiatives in the school and also volunteer for professional learning led by the Principal to build their capacity as a leader and enhance the school include two staff who will be doing the Mastery of Teaching Course, attending and sharing Visible Learning at SDD, another staff member continuing their Aspiring Leaders Course and other leadership options such as Transition Coordinator and Excursion Coordinator. Teams in the school that have helped support the implementation of the School Plan have been the Aboriginal Education Committee, The Learning Support Team and the Positive behaviour For Learning Team. The Senior Executive attended Anthony Muhammad Seminars which allowed us to adjust our Vision and create Professional Learning Communities in Stage Teams which allowed Stages to target academic areas as a team using evidenced based practice to improve results.</p> <p>Student Leadership– Surveys were conducted throughout the year to identify whether students had the opportunity to participate in Leadership and voice concerns they had. Students were regularly surveyed through the Tell Them From Me surveys and a Youth Forum was created to promote student voice promoting the expression of values, opinions, beliefs, and perspectives of individuals and groups of students in a school. Partner school leaders led forums to guide discussions and activities which incorporated student preferences, interests, and perspectives to help students feel more involved in their own learning and can increase their persistence and resilience in the classroom creating a more positive environment. The Senior Representative Council participated in many fundraising activities and wellbeing activities which enabled all students K–6 to be a part of. Year 6 were involved in the Kindy transition and the Year 5 buddy groups were once again successful in assisting students to transition smoothly into Kindergarten in 2020. In 2020 a new focus will be on responsibilities and each SRC member will have a portfolio to look after to coordinate improvement and awareness across the school.</p>	

Next Steps

Next Steps in student Leadership will see the Student Representative Council form along the lines of a Student Parliament. This will result in a greater distribution of leadership across our senior student body and a widening

opportunities for their voice to be heard.

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.

Improvement Measures

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

Overall summary of progress

Staff are involved in the ongoing review of traditional events, planning and promoting additional activities and targeting engagement with the community to promote connections with students, parents and the wider community

Some examples of projects undertaken in 2019 include:

- The Fathering Project was introduced in term three with a pizza and planes night. The night had 300 parents and children in attendance.
- K–2 and 3–6 assemblies moved to a time conducive to community attendance. 2:30pm was chosen as this would allow community members who collect their children from school to arrive early to attend the assembly. Number of adults attending is on average 15. Term 2 2018 attendance was averaging 5 adults.
- Term 3 disco and BBQ was a huge success with the introduction of a BBQ for all between the K–2 and 3–6 discos. Parents commented that this assisted them to get the children to the disco and allowed for them to have dinner as well.
- Expansion of the P–K Transition program to include seven sessions. Whilst the children were participating in the sessions the Instructional Leaders (EafS) provided workshops on how to support their child at school.
- The introduction of a formal Kindergarten Graduation was very well received with all children dressed in cap and gown and receiving a book and graduation certificate.
- The year six farewell format was opened it up to include parents for the first thirty minutes so they could enjoy canapes, a non-alcoholic drink and the photo booth with their children. This really added to the celebration with many parents thanking us for this opportunity.
- NAIDOC Week activities were expanded to include an Art Show to showcase the students' art and that of the community. The show was well attended and the opening saw many people on site who had never been to the school before.
- The Tamworth South Public School Facebook page was established and is aligned to the DoE's guidelines. This page is now included in our regular communications.

The variation of routine procedures developed early in 2019 has streamlined the process for the implementation of programs and initiatives and communication with the community.

A formalised communication plan, linked to the school plan, has been developed to guide future planning for engagement opportunities.

Progress towards achieving improvement measures

Process 1: Community Engagement

PD for staff builds knowledge of personal, social and academic challenges of students and their families
"Bridges Out Of Poverty" workshops held K–6

Staff provide strong welcoming Transitions for students and families at key points

Opportunities to develop skills and knowledge to enable parents to engage in their child's learning are

Progress towards achieving improvement measures

Process 1: provided through workshops.

Evaluation	Funds Expended (Resources)
<p>Parent and student engagement has increased following staff participation in a range of professional learning workshops including Bridges Out of Poverty training, Autism Training and the development of a collaborative school vision owned by all stakeholders. A multipronged approach to raising parent and students engagement has seen improved data:</p> <p>Number of adults attending Friday assemblies is on average 15. Term 2 2018 attendance was averaging 5 adults.</p> <p>Are events, programs and initiatives being effectively planned, promoted and evaluated to ensure quality activities are being delivered?</p> <p>The variation of routine procedures developed early in 2019 has streamlined the process for the implementation of programs and initiatives and communication with the community.</p> <p>A formalised communication plan, linked to the school plan, has been developed to guide future planning for engagement opportunities.</p> <p>Is the school offering a variety of ways to include parents and the wider community to promote inclusiveness and build positive relationships and experiences?</p> <ul style="list-style-type: none"> • The Tamworth South Public School Facebook page was established and is aligned to the DoE's guidelines. This page is now included in our regular communications. • The Newsletter was evaluated again with minor adjustments to presentation made and an Acknowledgement of Country included in the footer. • The school website was evaluated for its content and presentation. Processes have been established to ensure the content, particularly photo galleries are kept up to date. • A process has been developed to ensure the LED signs, located on Petra and Woodward Avenue are used to communicate and celebrate events held at the school. 	

Process 2: Communication

Develop a school vision with key messages, and constant reinforcement of positive messaging about the school, students and staff.

Develop a variety of communication methods to seek and share positive information.

Promote the school as a place that is responsive to the community's and our students' needs through effective targeted inclusive practices of communication.

Evaluation	Funds Expended (Resources)
<p>In 2019 a new school vision was developed following consultation with staff, students and the Parents and Citizens association. The school vision is the most powerful document reflecting the input from all stakeholders and providing a strong foundation for all decisions made in the school.</p> <p>The new Variation of Routine has ensured parents/carers are given ample notice of upcoming events. The inclusion of the school calendar on the front page of the newsletter also making it possible for parents to see what is coming up in the future.</p> <p>The introduction of the use of blue paper on any notes that require a parent to respond has been very successful. The motto <i>"If it's on blue there's"</i></p>	

Progress towards achieving improvement measures

something to do" has been adopted by parents and students with staff noting less difficulty in getting notes returned. Staff also understand that it is appropriate to phone home when notes are not returned and this a way of supporting families and students who have difficulty returning notes. The format of permission notes has also been evaluated. Currently permission notes in a letter format can be difficult to read for some parents. In 2020 permission notes will be aligned with Department of Education suggested formats.

The Positive Behaviour for Learning (PBL) committee continued to meet fortnightly and has grown in numbers to include teaching and SASS staff from all stages and a community representative. It was decided that PBL needed to be relaunched after 10 years to reflect the current school context. A major challenge was to expand on the previous value, Respect: self, others and school, to include more values. An extensive survey of parents/community, staff and students resulted in new values and mantra being determined, Respectful + Responsible + Safe = Successful. The launch will take place in term 1 2020.

Positive communication processes are in place in many classrooms using Dojo and See-saw Applications to give immediate feedback to parents and students. PBL Happy Postcards are also sent every 5 weeks via the post to promote positive communication. The Detention Room is now the Planning Room and the letter of notification for parents has been re designed to promote the team aspect between school and home.

The school has a history of using the Tamworth South Parents and Citizens Facebook page. Posts often lead to parent/community critiquing school decisions rather than contacting the school and proved to be an inappropriate platform for school staff to respond to queries. The Tamworth South Public School Facebook page was launched in 2019 and is aligned to the Department of Education's guidelines and covered by the Facebook Rules of Engagement.

Process 3: School Identity and Pride

Developing a culture of pride in self, school and community through targeted inclusion and community immersion.

Developing strong relationships with all families and facilitating connections between them.

Developing an effective parent representative body that represents all families.

Connecting families and students with community resources

Evaluation	Funds Expended (Resources)
In 2019 a series of workshops to be presented to the P&C were mapped out. These workshops covered the role of the business manager, special projects, school uniform review, PBL Values and Live Life Well @School information.	\$250
Kindergarten Transition was expanded to allow for greater engagement with parents with staff and executive.	

Next Steps

In 2020 we will establish a promotions/communications committee to map out and implement Communication Plan, establish a Facebook committee to ensure posts are uploaded regularly, include all areas of the school and meet consistent and professional standards. High engagement activities such as the BBQ Discoes and The Fathering Project will be mapped out across the year so the community have sufficient notice of the activities being undertaken. Funds will be put aside to ensure all resources needed are met by the school. The school will continue to work closely with the Parents and Citizens association to explore innovative ways to engage the community and to promote the school in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Positive role models</p> <p>Teacher engagement with 8 Ways and whole school planned activities</p>	<p>During 2019 an Aboriginal teacher delivered weekly lessons to all students in the Gamilaroi language. Language carries meaning beyond the words themselves and the weekly lessons were an important platform within which much cultural knowledge and heritage was passed on to both our Aboriginal and non- Aboriginal students.. In addition, speaking and learning the traditional language no doubt improved the well being of our Aboriginal students, by providing a sense of belonging and empowerment. These lessons also authentically embedded the Eight Ways of Learning Framework. The Teacher: Aboriginal language was the driving force behind the NAIDOC Week celebrations that included the augural NAIDOC Week Art Show. Approximately 40 guests attended the opening assembly which was a huge increase on the previous years attendance. The Teacher: Aboriginal language also was available to assist teachers to incorporate the 8 Ways pedagogy into teaching programs.</p>
Low level adjustment for disability		<p>Have whole school programs been developed to improve school culture? The employment of a Teacher: Aboriginal language has enhanced the school community's knowledge of Aboriginal culture and language. The review of the Learning Support referral system has lead to an increased number of children needing learning support being identified early resulting in appropriate supports being implemented. The training of staff in Minilit, Quicksmart and sensory programs has assisted a large number of children requiring learning support.</p> <p>A focus by Leadership to develop strategies to improve school culture lead to the identification of whole school professional learning needs based on data from NAPLAN and PLAN. One strategy implemented was the establishment of Professional Learning Communities. This has enabled professional learning targeted at the individual as well as whole staff with stage based learning communities collaboratively developing smart goals to broaden knowledge around targeted areas of need.</p>
Socio-economic background		<p>The collaboratively developed school vision has lead to a focus on inclusivity and what it looks like in our school. Funds have been used to heavily subsidised major excursions and to completely cover the cost of local excursions, travel to sports carnivals, Musica Viva, Healthy Harold and visiting performances ie Action Education: anti bullying series. Funds were also used to employ additional teacher and SLSO support for students.</p>
Support for beginning teachers		<p>All beginning teachers, whether funded or</p>

Support for beginning teachers

not, have been provided with the additional release time re their entitlement. Mentors have also been released to support their mentee. Beginner teachers and mentors have access to the specialist teacher, if needed, as she is rostered on the same day as their additional release time.

An effective induction program has been developed and implemented to support Beginning, Temporary and Permanent teachers. The program was reviewed by a new temporary teacher and suggested adjustments made.

A specialist teacher with a background in Accreditation has been employed to specifically support beginning teachers to attain proficiency and to support all teaching staff to maintain proficiency.

One on one professional learning has been completed by executive teachers to assist in the development of a self sufficient model.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	356	342	333	310
Girls	318	308	296	259

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.4	93.3	90.5	90
1	92.8	91	92.2	90.2
2	91	93.4	92.1	92
3	92.4	91.4	92	90.5
4	90.1	91.8	91.3	89.3
5	91.7	91.7	90.1	89.8
6	91.6	92	91.5	87.9
All Years	91.7	92.1	91.3	89.8
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	27.77
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

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	1,967,010
Revenue	8,604,588
Appropriation	8,418,914
Sale of Goods and Services	8,592
Grants and contributions	165,982
Investment income	10,601
Other revenue	500
Expenses	-8,558,880
Employee related	-7,527,490
Operating expenses	-1,031,389
Surplus / deficit for the year	45,709

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	961,174
Equity Total	1,647,666
Equity - Aboriginal	486,196
Equity - Socio-economic	819,487
Equity - Language	6,975
Equity - Disability	335,008
Base Total	4,292,438
Base - Per Capita	154,246
Base - Location	3,934
Base - Other	4,134,257
Other Total	1,065,304
Grand Total	7,966,581

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 website.



Parent/caregiver, student, teacher satisfaction

A variety of methods were utilised to survey and gain feedback from parents, students and staff including online/paper surveys and informal interviews. The Tell Them From Me surveys are central to the collection of data and provides current student data and trends over a number of years.

The Tell Them From Me surveys are built around three major aspects of school life; Advocacy at School, Expectations for Success and Sense of Belonging. Advocacy and support for learning at school refers to the active consideration and support of individual students' academic and wellbeing needs. Expectations for Success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. School belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school.

Results from the 2019 survey showed that 77% of students were positive about the advocacy and support for their learning, 8% more students than the state results. 86% of Aboriginal students indicated they were positive about the advocacy and support for their learning.

83% of students said they felt positive about the level of expectation for success 14% above state norm. 93% of Aboriginal students indicated they felt positive about the level of expectation for success.

When students were asked about their sense of belonging at the school, 77% of students said they felt a sense of belonging, 8% higher than the state norm. 83% of Aboriginal students indicated they felt a sense of belonging to the school.

The highest score for parent is 10. Parents surveyed were asked a series of questions with the following results (state norms are in brackets):

Parents feel welcome 8.3 (7.4)

Parents are informed 7.4 (6.6)

Parents believe the school supports learning 7.8 (7.3)

Parents believe the school is inclusive 7.4 (6.7)

Teachers completed a Focus on Learning Survey. The highest score for teachers is 10. Teachers surveyed were asked a series of questions with the following results (state norms are in brackets):

School leaders 7.3 (7.1)

Collaborative practice 7.8 (7.8)

Learning Culture 8.0 (8.0)

Data Informs Practice 7.9 (7.8)

Inclusiveness 8.5 (8.2)

Parent Involvement 7.3 (6.8)



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.

