

2021 Annual Report

Timbumburi Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

"Where everyone has a chance to shine"

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 for 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, and
- 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 has a 2021 student population of 142. 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. There are no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 being members of the Timbumburi Pupils' Association (TPA).

The school is supported by ten teachers (both full-time and part-time) including a principal and an assistant principal. Our teachers are supported by one full time school learning support officer (SLSO) and one part time SLSO four days a 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 Parents and Citizens association (P&C) and a 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.

The school has completed a situational analysis that has identified the school needs to improve its understanding and use of data to drive practices that improve student achievement. The school will be working to use data to better identify students requiring additional assistance, and the form that assistance will take. As a result, strategic directions 2 and 3 will target collaboration, wellbeing and attendance.

The school will work on developing a consistent set of assessment and data collection practices K-6 that will help provide consistency of judgement within this school and across other schools we may work with.

Through our National Assessment Program Literacy and Numeracy (NAPLAN) analysis the school has identified system negotiated targets in Reading and Numeracy. The school will be working on monitoring student performance in the attainment of those goals, developing and maintaining whole school processes for collecting and analysing student data. This will embed evidence-informed teaching strategies across the school.

A number of surveys have identified the need for further collaboration at a school level among teaching staff. Staff have appreciated the opportunities that arise for informal collaboration but felt the need for a formalised process that allowed time to reflect, plan, develop shared assessment tasks and analyse the information gained through these processes. This collaborative practice will be expanded to develop and maintain links with schools in our immediate area.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our aim is to maximise student learning outcomes for every student in Reading and Numeracy and build a foundation of academic success across curriculum areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Focus on Reading
- High Achievement in Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$62,376.17

Aboriginal background: \$21,153.05

Professional learning: \$5,000.00

Literacy and numeracy: \$18,329.62

Socio-economic background: \$35,167.03

Summary of progress

InitialLit data from Years Kindergarten to Year 2 was used to identify students in need of additional support. The majority of students showed improvement especially in phonological awareness. All targeted Year 2 students made progress according to assessment records.

Results from a range of assessments show students are more confident in attempting unknown words in reading and spelling. They are displaying a greater knowledge of how spelling generalisations work. Many students are more confident with using their phonological knowledge and are willing to apply this in their other learning. All students on learning support maintained or improved their results with a minor exception. Any student who fell below 60% in InitialLit classroom assessments was observed closely and targeted for possible learning support.

From a range of assessment data we were able to group children needing speech and language development to receive specific instructions and teaching. We were unable to have the speech therapist at school on a regular basis. All staff felt the program was disjointed and not effective. Students identified by speech therapist as having additional needs have been picked up by learning support team and support has been provided through that program.

Check In Assessment data for students in Years 3 to 6 showed results generally above both the state and Statistically Similar School Groups (SSSGs) in both reading and numeracy, with three exceptions. Numeracy in Year 4 was below the state by 1.8% but above SSSG by 1.1%. Reading in Year 5 was below the state by 0.7% but above SSSGs by 1.1%. Numeracy in Year 5 was below the state by 1.8% but above SSSGs by 1.9%. WARP data for targeted students 2 - 6 showed improvement for all students with one exception.

Data shows the interventions we utilised had an impact on student learning. We will continue to monitor and use data to identify student need, then initiate programs that continue to support them in their learning. Numeracy is one area where the school will target students who require additional assistance in 2022. Three staff members will be trained in the QuickSmart intervention program through the University of New England, directed towards those students who require maths additional assistance, but are not in need of intensive learning support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NUMERACY: The percentage of students achieving within the top two bands in Numeracy increases from the baseline system negotiated target of 31.5%.	Data indicates 40% of students are in the top two skill bands for numeracy which is an increase against baseline data of 31.5%.

<p>READING: The percentage of students achieving within the top two bands in Reading increases from the baseline system negotiated target of 38.9%.</p>	<p>Data indicates 54% of students are in the top two skill bands for reading which is an increase against baseline data in Scout of 38.9%</p>
<p>NUMERACY: All students in Years 3 and 5 show improvement from the baseline system negotiated target of 60.9% in expected growth.</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 59.22% indicating progress yet to be seen toward the lower bound target of 60.9%.</p>
<p>READING: All students in Years 3 and 5 show improvement above the baseline system-negotiated target of 70.8% in expected growth for NAPLAN Reading.</p>	<p>In 2021, the percentage of students in Year 5 achieving at or above expected growth in Reading was 81.5%. This is above the target of 70.9%</p>

Strategic Direction 2: Collaboration

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes that ensure that all staff are collaborating effectively to embed data-driven evidence-based teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Working Together To Drive Student Learning
- Data to Analyse Success

Resources allocated to this strategic direction

QTSS release: \$30,047.62

Professional learning: \$500.00

Summary of progress

All teachers were given two days to collaborate on learning programs. Teachers indicated that this was an effective use of their time and they would appreciate more opportunities for collaboration. Teachers took part in the Curriculum Performance Monitoring program and had the opportunity to reflect on how to ensure the school met NESA and department requirements. As a result, a number of changes were made to the school's programming requirements.

Teachers were given time to collaboratively analyse student assessment data to ensure accuracy of reporting. Consistent teacher judgment was used to analyse writing samples to identify strengths and weaknesses in student writing samples. This allowed teachers to plan for teaching moving forward to allow them to make more impact with teaching programs.

Staff took part in the Curriculum Policy Monitoring process. This allowed us as a staff to reflect on our existing processes to ensure we met the required standard of curriculum and policy. Following this process we were able to identify that as a school we are effectively meeting the required standard in curriculum and policy areas which was pleasing to see.

Staff were given time to prepare as a stage group in planning for the 2022 school year. Staff were able to discuss student needs so that we could ensure those in need of additional support were catered for smoothly and quickly as they transitioned into the school year. Staff were able to collaboratively plan and program to create shared assessment tasks, shared program structures and a shared understanding of our school assessment schedule in order to ensure a collaborative approach to the 2022 school year.

Co-constructed programming has been a major focus for our staff in working collaboratively to best meet student needs. A shared programming focus has allowed staff to have a shared understanding of the curriculum to have conversations around the effectiveness of the teaching and learning cycle. K-2 staff have developed a shared understanding of the InitialLit program which allows students a smooth transition from year to year.

The main barrier to progress was an inability to source casual staff to release teachers for these planning days. In addition, the disrupted nature of school in 2021 meant staff attempted to minimise disruptions and maximise all learning time on class to ensure students caught up on any missed learning.

Going forward, there will be more opportunities for collaboration led by the Assistant Principal Curriculum and Instruction. Teachers will be given time to co-construct units of work and examine the new syllabus documents for English and mathematics.

A challenging year with a range of other surveys and demands on teacher time meant the Tell Them From Me teacher survey did not take place. Anecdotal information from staff indicates they find value in the ability to collaborate and the collaboration is more formalised than previous informal arrangements. The next steps include continuing the journey towards effective and formal collaboration for effective learning across stages as well as within.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Teachers review the curriculum and revise teaching practices and learning programs to meet the needs of learners.</p>	<p>All teachers were given two days to collaborate on learning programs. Teachers indicated that this was an effective use of their time and they would appreciate more opportunities for collaboration. Teachers took part in the Curriculum Performance Monitoring program and had the opportunity to reflect on how to ensure the school met NESA and department requirements. As a result, a number of changes were made to the school's programming requirements.</p> <p>Going forward, there will be more opportunities for collaboration led by the Assistant Principal Curriculum and Instruction. Teachers will be given time to co-construct units of work and examine the new syllabus documents for English and mathematics.</p> <p>Discuss opportunities with staff to become school experts or leaders in curriculum areas. This will involve professional learning and collaboration with the Assistant Principal Curriculum and Instruction</p>
<p>Improved three year average TTFM survey data in the Collaboration driver of student learning from 7.2 towards 7.4.</p>	<p>A challenging year with a range of other surveys and demands on teacher time meant the Tell Them From Me teacher survey did not take place. Anecdotal information from staff indicates they find value in the ability to collaborate and the collaboration is more formalised than previous informal arrangements. The next steps include continuing the journey towards effective and formal collaboration for effective learning across stages as well as within.</p>

Strategic Direction 3: Student Wellbeing

Purpose

To ensure that all of our students are able to connect with and succeed at school there will be a planned approach to developing whole school processes that supports high levels of wellbeing and engagement for all members of the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting Students to Reach their Potential
- Being at School Matters

Resources allocated to this strategic direction

Professional learning: \$9,694.17

Summary of progress

Attendance

In 2021, the school analysed data to identify students attending less than 85% of the time. The school explicitly addressed families of children who are not attending 85% of the time through formal means. The school also reminds the school community of attending school on a regular basis, with information included into newsletters, sent out through social media and raised at P & C meetings. Unexplained absences were followed up with text messages or phone calls to parents or caregivers. A number of student welfare initiatives were run in order to engage the student body. Attendance targets have remained challenging to meet in 2021. Future directions for 2022 include refining and implementing innovative practices to improve attendance and continuing efforts to engage parents to recognise the importance of regular attendance.

Wellbeing

Feedback from both parents and staff around the area of wellbeing suggested that building relationships and meeting with parents early strengthened the partnership between school and home. Lines of communication were open between the school and caregivers with earlier parent/teacher interviews ensuring better outcomes for students. These meetings have been highly effective in engaging parents. They have ensured that students and their families are aware of the classroom routines, homework expectations and how their child has started the school year. It has also been effective in identifying learning needs that will be a focus both at home and in the classroom in 2022. Moving forward, these meetings will continue in the same time frame. The Stronger Minds program, combined with already existing wellbeing programs were well-received by students, staff and parents. Future directions include rolling out Stronger Minds to Stages 1 and 2 students

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time from the baseline of 86.2%.	Periods of home learning and Covid related absences made it challenging to meet the school target of raising attendance from the baseline of 86.2%, with 85.29% of students attending greater than 90% of the time. A range of initiatives were implemented to increase student attendance, including increased interaction with parents, information included in newsletters and visits from the home school liaison office. Students were recognised for regular attendance.
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.	91.88% of students reporting positive wellbeing outcomes. This has decreased by 0.61% across the positive wellbeing measures. Tell Them From Me surveys conducted with Years 4, 5 and 6 showed 100%

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.

of student reported positive expectations for success. The school was 8% above state average in areas of advocacy at school. 80% of students reported a positive sense of belonging, 9% above the state average.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$16,777.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Timbumburi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students receiving funding through Integration Funding Support are supported to access the curriculum successfully as well as participate fully in extra-curricular activities. There are supports in place in the playground and during less structured times at school to ensure that students feel supported and to make the most of their time interacting with others.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continue to receive the most appropriate support for their circumstances, whether it be educational, social or safety related. Targeted programs to differentiate teaching and learning programs will be in place and social programs in the playground will continue to be implemented.</p>
<p>Literacy and numeracy</p> <p>\$18,329.62</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Timbumburi Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Focus on Reading • High Achievement in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The employment of a speech therapist to work with students and help staff develop programs for students with speech needs was partially successful. A disrupted school year and the inability of the therapist to commit to ongoing regular attendance meant this initiative was not as successful as planned. This program was discontinued after Term 2.</p> <p>Staff reflected on strategies to improve reading comprehension in Stages 2 and 3. They identified the need to have students engage with a wider range of quality literature in a guided environment. Reading groups were set up in these classes and resources purchased so each student was able to read an individual copy of the chosen quality text, and participate in learning activities based on deep and rich comprehension.</p> <p>NAPLAN results for Year 5 show growth above the state and SSSG average for all areas except spelling. NAPLAN results for Year 3 show 65% of student in the top two bands for reading and 55% in the top two bands for numeracy.</p>

<p>Literacy and numeracy</p> <p>\$18,329.62</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Stages 2 and 3 will continue to build on their current reading program and teachers will track comprehension levels in the Check In Assessment and NAPLAN results, as well as in-class assessments.</p>
<p>Socio-economic background</p> <p>\$35,167.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Timbumburi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Achievement in Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy initiatives to support identified students with additional needs • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>The provision of above centrally identified support positions has enabled an increased number of students to access learning support. Teaching staff and non-teaching staff have worked with students 4 days per week to lift literacy and numeracy results. This is an increase of 1 day per week, allowing increased consistency of learning programs.</p> <p>A number of students have been supported to enable their participation in school activities that may incur additional costs, such as sporting programs, excursions and in-school activities. This has fostered a sense of confidence and connectedness, as well as an improvement in engagement with school and its activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to utilise funds to support students who may experience educational disadvantage as a result of their socio-economic background.</p> <p>The school will train staff in the QuickSmart maths intervention program and implement it as part of our ongoing learning support program. This will allow the school to have a more proactive and timely approach to diagnostic assessment for numeracy, which will in turn aid in identifying students who require support, and then provide the type of support that will be best for their learning.</p>
<p>Aboriginal background</p> <p>\$21,153.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Timbumburi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$21,153.05</p>	<p>students</p> <p>The allocation of this funding has resulted in: Check In Assessment data for Aboriginal students in Years 4 and 6 shows an increase of nine percentage points for numeracy and 25 percentage points for reading when compared with 2020 results for the same cohort.</p> <p>Tell Them From Me survey data showed that 89% of Aboriginal students felt good about their culture when at school and likewise 89% of Aboriginal students felt teachers had a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the school will continue supporting Aboriginal students in their learning by ensuring access to relevant learning programs. The school will continue to ensure staff are able to access cultural awareness training.</p>
<p>Low level adjustment for disability</p> <p>\$62,376.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Timbumburi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The employment of additional support staff has allowed the school to increase the number of students able to access learning support (from 28 in 2020 to 34 in 2021, not including those accessing COVID ILSP). It also allowed the school to increase the days per week learning support was available, from three days a week to four and the time support was available was increased by an hour a day.</p> <p>The school's NAPLAN value-added results remain strong. Check In assessments also show results are generally above those of SSSGs and state for most domains with the exception of Year 5 and Year 4 numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the school will continue to support as many students as possible K-6 using a range of programs. In particular K-2 are accessing strong support through the MiniLit and MultiLit programs and QuickSmart mathematics, while 3 - 6 are receiving support through MacqLit where appropriate, as well as QuickSmart mathematics. Support staff are also devising support which is differentiated for individual students, including speech programs, wellbeing programs and social skills programs.</p>
<p>Location</p> <p>\$26,671.10</p>	<p>The location funding allocation is provided to Timbumburi Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement

<p>Location</p> <p>\$26,671.10</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in students being able to access a range of opportunities that are out or reach outside major metropolitan hubs. It has also meant students have had increased access to technology which in turn improves their participating in a range of digital learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support students to access opportunities that help overcome isolation and broaden educational opportunities for all.</p>
<p>QTSS release</p> <p>\$30,047.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Timbumburi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Working Together To Drive Student Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Work together on Curriculum Performance and Monitoring process. • Assistant principals provided with additional release time to support classroom programs. • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in: The support offered by the QTSS model has enabled staff the have the time to engage in collaborative activities around designing units of work and joint assessments. The executive has been able to spend time mentoring and assisting staff to make the most of these opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps are to create a robust, usable information system where staff are able to share resources, and access information about programs, plans and assessment. Staff will continue to work with the Assistant Principal Curriculum and Instruction to build a bank of resources, including units of work and scope and sequences for the new English and mathematics curriculums</p>
<p>COVID ILSP</p> <p>\$97,349.81</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Small group intensive support in mathematics for students in Year 5 and 6. • Implementation of MacqLit and MiniLit programs for vulnerable students • Ongoing assessment to ensure students are meeting their goals. <p>The allocation of this funding has resulted in: The MacqLit and MultiLit programs continue to be well implemented. Guided reading and writing sessions with the Year 1 literacy group also showed positive results. Assessments show improvements in fluency, reading accuracy, spelling confidence, and ability to self-correct.</p>

<p>COVID ILSP</p> <p>\$97,349.81</p>	<p>All students that participated in the COVID ISLP small group tuition program showed growth. The Year 5 numeracy group continued to produce positive results in classwork and revision quizzes whilst the Year 6 numeracy group showed improvement in mental computation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>COVID ILSP will continue in 2022 with a similar format. Students at risk of falling behind will be targeted for small group work in literacy and numeracy. The learning support team will meet at the start of Term 1 to determine placement. Regular learning support meetings will evaluate student progress and determine who remains on the program throughout the year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	86	93	78	75
Girls	73	79	76	72

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95.1	95.1	93.5
1	95	95.1	94.8	92.6
2	93.5	95.1	95.3	95.4
3	95.7	93.9	94.5	93.5
4	95.6	97	94.1	93.2
5	95.1	93	95.5	92.4
6	96.2	94.4	93.9	92.2
All Years	95.2	94.7	94.7	93.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	233,912
Revenue	1,817,467
Appropriation	1,769,164
Sale of Goods and Services	2,186
Grants and contributions	45,937
Investment income	179
Expenses	-1,838,800
Employee related	-1,569,984
Operating expenses	-268,816
Surplus / deficit for the year	-21,333
Closing Balance	212,579

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.

	2021 SBAR Adjustments (\$)
Targeted Total	17,196
Equity Total	118,696
Equity - Aboriginal	21,153
Equity - Socio-economic	35,167
Equity - Language	0
Equity - Disability	62,376
Base Total	1,461,112
Base - Per Capita	37,964
Base - Location	26,671
Base - Other	1,396,478
Other Total	65,564
Grand Total	1,662,569

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.

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.

Parent/caregiver, student, teacher satisfaction

The school undertook to survey stakeholders using the Tell Them From Me survey in 2021. The information gathered from parent/caregiver, student and teacher satisfaction surveys is generally very positive and speaks to the high regard Timbumburi is held by its community.

Twenty four parents responded to the parent/caregiver survey. In all areas of the survey, Timbumburi performed above the NSW government norm. In particular, parents and caregivers scores for feeling welcome were well above those of the state (8.5 compared with 7.4), as well as safety at school (8.3 as compared to 7.4) and inclusivity (8.0 as compared to 6.7).

We believe that parents are generally satisfied with the educational opportunities offered by Timbumburi PS. It also appears that they feel the school is a safe and positive place for students. When surveyed through the Tell Them From Me survey tool, 92% of parents indicated their children were in the public school of their choice. Similarly 96% of parents said they would recommend Timbumburi Public School to other parents.

Sixty six students were surveyed in 2021 in Years 4, 5 and 6. Their responses were similar to those of the parents, in that they were positive about their experience of schooling at Timbumburi Public School. Responses were above the NSW government school norms in virtually all areas. Students were proud of their school and proud of the role they played in their own education. Ninety four percent of students reported that they displayed positive behaviour at school. Ninety two percent of our students reported they tried hard to succeed in their learning.

When surveyed, staff indicated that they believed they worked hard to develop meaningful relationships with families. They also strongly believed they worked closely with parents to meet students' learning needs. All staff were happy working at Timbumburi Public School, but felt that their workload was steadily increasing, due to additional mandatory training requirements, increased data collection responsibilities and the professional learning necessary for managing curriculum reform and syllabus implementation.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.