

2021 Annual Report

Towamba Public School

TOWAMBA PUBLIC SCHOOL



3252

Introduction

The Annual Report for 2021 is provided to the community of Towamba 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.

School contact details

Towamba Public School

Towamba St

Towamba, 2550

<https://towamba-p.schools.nsw.gov.au>

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

6496 7159

Message from the principal

What a year 2021 was for all of us. Here at Towamba, we were luckier than most in that our time spent in full time learning from home was limited compared to greater Sydney. There are certainly many benefits to living in the country and attending a small school and being removed from that high density population proved beneficial during challenging times.

Learning from home in Towamba came with it's own challenges, primarily that difficulty in accessing reliable internet connections. This meant that all learning from home packs were paper-based and included a collection and drop off system to try to ensure that all families were able to access learning. Our families were very supportive of this system and we had 100% of students engaged with home learning in some way which was fantastic.

During 2021 we also faced a number of flood situations with our local river and bridge. Again the patience and understanding of our families during these situations was amazing. The Towamba river rises and falls very quickly and when the bridge is flooded, school becomes temporarily non-operational due to all staff living out of the village. We had four floods during 2021 resulting in five days of non-operation. However, every challenge that came our way during 2021, we managed and we managed well. Our strong connection between school, home and community supports us to manage all situations and allows us to continue to support student learning as best as we can.

Towamba Public School prides itself on strong connections and open communication to ensure we are doing our best to meet the needs of all students, staff and families and this would not be possible without the reciprocated level of engagement from our families. Every staff member who works at Towamba PS is proud to work here and proud to be able to support our students, families and community.

School vision

Towamba Public School's vision is to provide high quality, inclusive educational experiences and a diverse range of opportunities for improving student learning and wellbeing. We strive for excellence in an inclusive environment where every student maximises their potential through strong school and community connections.

We believe that every student should be challenged to learn and continually improve in a respectful environment underpinned by high expectations. Our vision is to be partners in learning and collaboratively empower students to become confident, resilient, self-directed and successful learners.

School context

Towamba Public School is located in the Towamba Valley, 30km east of Eden, in an environment of mixed farmland, forest and rural lifestyle. 2021 enrolment is 20 students from K-6 with a small proportion of students who identify as Aboriginal. The school is rural, remote and has a FOEI of 147. Student numbers have remained reasonably consistent over the last few years, however a slight drop is anticipated over the next four years, forgoing any new community members moving into the area.

Based on a review of our situational analysis, we have identified the need for a continued development of our data collection, analysis and reflection practices. We have identified the need to move towards deeper reflective practices based on quality analysis. This reflective process will involve deeper use of data to inform all processes and practices across the school.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

The wellbeing and engagement of our students remains a priority. Individualised Learning Plans (ILPs) will continue to be used for every student, to promote learning, wellbeing and growth along with self-directed learning. Clear processes will be put in place to support students with additional needs. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school process to support every student being known, valued and cared for in our learning community.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Effective Classroom Practice
- Data skills and use to inform practice

Resources allocated to this strategic direction

Integration funding support: \$12,699.00

Literacy and numeracy: \$2,277.19

Location: \$9,880.07

Professional learning: \$3,600.00

Low level adjustment for disability: \$17,658.99

School support allocation (principal support): \$13,604.80

QTSS release: \$3,924.13

Socio-economic background: \$22,080.52

Summary of progress

Effective Classroom Practice:

In 2021 all staff actively engaged in a reflection of current classroom practices and how to enhance these practices further to support the social, emotional and academic growth of the student population. We continue to work through our professional learning journey in 'Visible Learning' which has guided our direction in relation to generating a culture of learning and personal growth through the introduction of 'Learning Dispositions' (or Learning Superpowers). This process has been very successful and at the end of 2021, 100% of students K-6 were able to name all or most of our dispositions. These terms are becoming common language in our classrooms to describe and discuss the challenges we face in learning. Students have shown progress in social and academic situations and this is a positive step in our journey. Maintaining the split class model for instruction focused on K-2 and 3-6 is thought to be necessary at this stage, to ensure that all students are able to connect with learning at their point of need.

Next steps:

At this time, the split class model will be continued to support student learning. Similarly, the 'Visible Learning' professional development journey will continue into 2022 to support staff development in the effective delivery of Learning Intentions and Success Criteria to support student academic growth and attainment.

Data Skills and use to inform practice:

In 2021 a data wall was established and staff interacted with this resource to reflect on student learning goals and progress. All staff are continuing to develop their skills and practices in using data effectively to ensure all students are achieving individual goals. These processes continue to be refined and during Term 3, 2021 an Assistant Principal - Curriculum and Instruction (APCI) was appointed to commence in Term 1, 2022. The appointment of this position will assist in offering direction and guidance to all staff in the effective collection, review and analysis of data sets.

Staff training during Term 4, 2021 in reading assessment strategies has developed staff skills in up-to-date assessment strategies in both the early years and in primary grades in order to target student need. This combined with 'Reading Masterclass' sessions will help to ensure that staff are well-prepared to undertake delivery of the new K-2 English syllabus.

Next steps:

Review of reading assessment strategies to determine whether these have been effective in relation to gathering and analysing student data in the most efficient way. Further development of effective, meaningful and timely student assessment information will assist in collating more thorough data to evaluate teaching programs and inform practice. Staff will continue to develop and refine assessment schedules to ensure student data is meaningful and up-to-date. Investigations are to be made into online data management systems to assist in streamlining this process.

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
NAPLAN - Top Two Bands Reading Increase in the percentage of students achieving in the top 2 bands in reading trending towards the lower bound system-negotiated target.	An increased percentage of students achieved in the top two skill bands for reading since 2019, indicating achievement of the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
NAPLAN - Top Two Bands Numeracy Increase in the percentage of students achieving in the top 2 bands in numeracy trending towards the lower bound system-negotiated target.	The percentage of students achieving in the top two skill bands for numeracy was maintained from 2019, indicating progress is yet to be seen towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
NAPLAN - Expected Growth Reading Increase in the percentage of students achieving expected growth in reading trending towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in reading has decreased since 2019, indicating progress yet to be seen towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
NAPLAN - Expected Growth Numeracy Increase in the percentage of students achieving expected growth in numeracy trending towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in numeracy has decreased since 2019, indicating progress yet to be seen towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Progressions All students successfully mapped against the Literacy and Numeracy Progressions and PLAN2 data entered accurately on a five weekly cycle. All Kindergarten students accurately mapped on the Literacy and Numeracy Progressions and data entered into PLAN2.	All students were mapped against the Literacy and Numeracy Progressions and data entered accurately into PLAN2. Review of student progress against the Progressions indicates an increased percentage of students have achieved or exceeded learning goals.
SEF - Effective Classroom Practice School self-reflection in the area of Effective Classroom Practice will be maintained as Sustaining and Growing. SEF - Data Skills and Use School self-reflection in the area of Data Skills and Use will be maintained as Delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Effective Classroom Practice. Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Data Skills and Use.

Strategic Direction 2: Quality systems and processes to support wellbeing and engagement.

Purpose

Engaging and maintaining strong, meaningful relationships with parents, carers and the wider community to enhance learning opportunities for students. To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of engagement.

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.

- Community Engagement
- A planned approach to wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$5,377.00

Summary of progress

Community Engagement:

It has been challenging to develop, support and grow community engagement during 2021 due to ongoing restrictions around the COVID-19 pandemic. These restrictions have meant that we have had limited or no access to school for parents and the wider community. We were able to establish strong connections with many families during the learning from home period and parent surveys indicated that parents/carers were very happy with the level of support that was offered during that time. Support continues to be offered to all families to improve student attendance through the implementation of daily follow-ups with parents/carers who have not submitted absence data. Attendance plans have been developed, implemented and reviewed successfully, with identified families requiring support. Individualised learning/behaviour plans have been implemented for all students identified to support social and emotional learning as well as academic needs. In these instances students, parents/carers and staff have been involved in the process of developing these plans to ensure stakeholders are engaged in the process. Employment of Student Learning Support Officers has meant additional support for students within the classroom and playground and assisted in students reaching their goals. 'Learning Dispositions' (Learning Superpowers) have been introduced to all students and explicitly taught to consolidate understanding. Throughout the year we have continued to focus on the development of self-regulation skills for many of our students and this will be an ongoing learning journey.

Next Steps:

Going forward, all students will have undertaken personalised goal setting and identified students will continue to have learning/behaviour support plans in place to best support engagement and goal achievement. There will be a continuation of employment of support staff in order to assist students reach their goals. It is hoped that parents will again be allowed back on school grounds to support school programs and continue to strengthen the home-school connection.

A planned approach to wellbeing:

Over the course of the year, investigations were undertaken to find an appropriate program to support student wellbeing at our school. At this time, we continue to refer to a number of programs to support our student needs, instead of settling on one set program. Introduction of the 'Learning Dispositions', which are the basis of our 'Visible Learning' journey, supports students and staff to have a common language to address areas for development. Employment of a Student Learning Support Officer to support our Aboriginal students has been very successful and the students have been engaged. Development of an online record keeping system has ensured thorough communication between staff members ensuring every staff member is in the best position to be able to support students in need. This data base is secure and teachers engage with it on a daily basis to ensure they remain informed and therefore best able to follow up or support the individualised needs of students.

Next Steps:

Our next steps will be to continue the engagement of our Student Learning Support Officer to support Aboriginal students as this has been very successful. Investigation and trial of appropriate wellbeing programs will continue to support the wellbeing of our students, along with further development of the data base to record wellbeing events that allows for a proactive approach to identified student need.

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
Attendance Increase in the percentage of students attending 90% or more of the time to be trending towards the lower bound system-negotiated target.	The percentage of students attending school 90% of the time or more has decreased, indicating progress is yet to be seen towards the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Wellbeing Establish a baseline of data for student wellbeing to determine the success of school-wide wellbeing programs as measured through the 'Tell Them From Me' survey.	The percentage of students reporting positive wellbeing outcomes has increased across positive wellbeing measures. Further information can be found in the parent/caregiver, student, teacher satisfaction section.
Individualised Learning/Behaviour Plans All identified students have a wellbeing, behaviour and/or attendance plan.	Document analysis of learning programs indicate that all identified students have a plan indicative of their needs. These plans include levels of adjustments made to accommodate individual student needs. Individual student progress is reported directly to parents and carers throughout the year.
Behaviour Management Establish a baseline of data through regular recording of incidents. All staff contributing to accurate record keeping.	Document analysis of records and staff discussion indicate that all staff are engaged in the accurate recording of incidents when needed. This has resulted in a baseline being formed so that targeted intervention can be proactive.
SEF - Wellbeing School self-reflection in the area of Wellbeing will be maintained at Delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$12,699.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to implement programs to support identified students with additional needs. <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing SLSO support to identified students. Professional learning for SLSOs to ensure student need is being targeted and staff have the correct resources, skills and understanding to accommodate need.</p>
<p>Socio-economic background</p> <p>\$22,080.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to assist managing appropriate support of identified students with additional needs <p>The allocation of this funding has resulted in: Low Level Adjustment for Disability - staffing, School Support Allocation (principal support), QTSS Release, Location, Socio-economic Background - flexible, Low Level Adjustment for Disability - flexible were combined. The combination of this funding has resulted in more equitable access for students to receive individualised support at their point of need. Separation of the infants and primary cohorts also supports the learning delivery in each room, whilst also supporting behavioural and emotional needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this split class model to ensure that students engagement with directed, supported learning continues.</p>
<p>Aboriginal background</p> <p>\$5,377.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Towamba 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>

<p>Aboriginal background</p> <p>\$5,377.00</p>	<ul style="list-style-type: none"> • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: An increased engagement of Aboriginal students in all areas of the school including classroom and playground due to the welcoming and informal nature of the support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of employment of SLSO to support and engage Aboriginal students and create a deeper cultural awareness and understanding.</p>
<p>Low level adjustment for disability</p> <p>\$17,658.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students are provided with an evidence-based intervention (MiniLit) to increase learning outcomes • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Low Level Adjustment for Disability - staffing, School Support Allocation (principal support), QTSS Release, Location, Socio-economic Background - flexible, Low Level Adjustment for Disability - flexible were combined. The combination of this funding has resulted in a split junior and senior cohort in order to cater more effectively to social and learning needs of students. Students are provided with targeted intervention through the MiniLit program which has assisted in creating work routines for the students, allowing them to experience success in a differentiated small group environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the split class model. To evaluate the MiniLit program and implement extra extension/support groups in both literacy and numeracy to continue to support students at their point of need.</p>
<p>Location</p> <p>\$9,880.07</p>	<p>The location funding allocation is provided to Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for employing an SLSO to support learning needs and for specific specialist instruction <p>The allocation of this funding has resulted in: Low Level Adjustment for Disability - staffing, School Support Allocation (principal support), QTSS Release, Location, Socio-economic Background -</p>

<p>Location</p> <p>\$9,880.07</p>	<p>flexible, Low Level Adjustment for Disability - flexible were combined. The combination of this funding has resulted in a split class model to support the social and academic needs of junior and senior students. The support to fund both a Learning and Support Officer in the classroom and the appointment of a professional musician to support delivery of high quality music lessons has increased engagement and student access to extracurricular activities not normally offered to our community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with supporting these appointments if they continue to be engaging and worthwhile for the students.</p>
<p>Professional learning</p> <p>\$6,158.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Towamba 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"> • Effective Classroom Practice • Data skills and use to inform practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to Visible Learning to support teacher instruction and improve student outcomes. <p>The allocation of this funding has resulted in: Staff being able to continue the Visible Learning professional development journey. This learning is a long-term project being collaboratively undertaken with local small schools. This professional learning has impacted staff engagement with determining specific learning outcomes which has also lead to increased student engagement with their own learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue staff development in this important area of development to ensure we are offering the best opportunities to our students in improving academic achievement.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Towamba Public School with administrative duties and reduce the administrative workload.</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"> • Effective Classroom Practice • Data skills and use to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing extra staff to enable deliver a comprehensive learning program <p>The allocation of this funding has resulted in: Low Level Adjustment for Disability - staffing, School Support Allocation (principal support), QTSS Release, Location, Socio-economic Background - flexible, Low Level Adjustment for Disability - flexible were combined. The combination of this funding has resulted in a split class model to support the social and academic needs of junior and senior students. Increased administrative tasks being completed in a timely manner and increased professional learning opportunities for the Principal to engage with the Network of schools.</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>After evaluation, the next steps to support our students with this funding will be: To continue with the model and review at various points in order to consider further funding allocation to allow for extension and support groups in both literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$2,277.19</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a Learning and Support Teacher to support the effective deliver of the MiniLit program and support classroom teachers. <p>The allocation of this funding has resulted in: Extra support of student learning needs in a specific literacy focus area and to support classroom teachers in managing student needs in the learning environment. This extra support has resulted in students being able to achieve their learning goals and therefore improve their learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine whether this funding has been effectively used and whether extra funding needs to be allocated to support employment on a five day basis or full days.</p>
<p>QTSS release</p> <p>\$3,924.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Towamba 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Low Level Adjustment for Disability - staffing, School Support Allocation (principal support), QTSS Release, Location, Socio-economic Background - flexible, Low Level Adjustment for Disability - flexible were combined. The combination of this funding has resulted in a split class model to support the social and academic needs of junior and senior students. Extra release of staff to focus on the specific learning needs of students. Staff release time has been used to support the creation and review of personalised learning and behaviour support plans resulting in students being able to achieve individual learning and behavioural goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To determine the success of using our current format to support individualised learning and establish a regular release program for teachers to work on these plans on a five weekly basis.</p>
<p>COVID ILSP</p> <p>\$14,749.97</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>COVID ILSP</p> <p>\$14,749.97</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Employment of a casual teacher to support small group instruction in both literacy and numeracy to offer students effective and timely support to lift results in these areas. The employment of this teacher resulted in students being able to engage at a level appropriate to their need, allowing them to experience success in both literacy and numeracy and improve results. Student results improved during engagement in these small group activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review the performance of the students accessing small group support to determine whether this was the most efficient method of providing intervention to support student growth and attainment.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	15	14	13	14
Girls	6	7	8	7

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	95.7	89.9	83.7
1	90.3	95.5	100	80.8
2	89.9	88.6	100	96.1
3	91.4	94.6	88	90.9
4	83.8	95.1	95.5	79.3
5	94.4	84.7	99.4	88.5
6	89.7	91.5	91.4	78.2
All Years	90.5	91.4	92.4	83.6
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
Classroom Teacher(s)	0.5
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.07

*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	107,290
Revenue	509,963
Appropriation	481,617
Grants and contributions	27,508
Investment income	38
Other revenue	800
Expenses	-514,265
Employee related	-453,691
Operating expenses	-60,574
Surplus / deficit for the year	-4,302
Closing Balance	102,987

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	12,699
Equity Total	45,117
Equity - Aboriginal	5,377
Equity - Socio-economic	22,081
Equity - Language	0
Equity - Disability	17,659
Base Total	362,143
Base - Per Capita	5,177
Base - Location	9,880
Base - Other	347,086
Other Total	41,572
Grand Total	461,531

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

Towamba Public School Parents and Citizens Association work hard to support the school through purchase of resources to support student learning and equipment to support school events and activities. They are dedicated to fundraising in our small community and use these funds to support our families directly through subsidy of excursions, incursions and events. The Parents and Citizens Association group meet regularly to discuss school activities and programs, and are welcomed to the school whenever possible to support the home-school connection. The next steps are to welcome parents and visitors back on site to participate in end of term assemblies and the end of year assemblies and performances.

Student satisfaction was gathered through the Tell Them From Me survey. It should be considered that in a small school context, actual data can not be reported, however review of the data indicated that students feel safe at school, they can identify someone at school to help them and believe that their teachers care about them. Next steps include supporting students to learn to manage problems and deal with their problems to assist in improving student wellbeing.

Staff are collaborative in their approach to driving student learning outcomes. Staff Development Days and dedicated meetings allow for professional learning to support both staff and student improvement. Staff morale is very high and all team members openly contribute through both formal and informal meetings. The next steps are to investigate more efficient ways to gather data around staff wellbeing, in light of our small context.

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.