

# 2021 Annual Report

## Tullibigeal Central School



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# Introduction

The Annual Report for 2021 is provided to the community of Tullibigeal Central 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

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Tullibigeal Central School

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## School vision

At Tullibigeal Central School we ensure there is high quality learning for every child, with a culture of high aspirational expectations for learning progress and achievement. This is demonstrated through a commitment to the pursuit of excellence by the whole school community. Every student is known, valued and cared for and every student is engaged, challenged and continues to learn and grow.

## School context

The village of Tullibigeal is situated on the lands of Wiradjuri country in central NSW. Tullibigeal is an Aboriginal word from the Wiradjuri culture meaning "yarren wooden spear." 1920 saw the establishment of Tullibigeal Central School. This resulted in the amalgamation of many small schools around the district. Dry area farming is predominately the focus of employment. There is a feedlot within the area which is the second largest employer. With declining numbers in neighboring schools it was decided to provide a central school area for the district.

Tullibigeal Central School is an inclusive school with current enrolment of 41 students, kindergarten to year 12.

Our Stage 6 students are a part of the Lachlan Access Program (LAP). LAP has been running for 30 years and is a part of a diverse range of Access Programs across the state that provide opportunities for students to study Stage 6 courses within their own community. This access program also supports some students to be extended in Stage 5. Teachers work collaboratively to deliver curriculum through a blended online learning platform.

Tullibigeal Central School partner with local community organisations such as Country Women's Association, the Lake Cargelligo Show Society and Blue Waters Exhibition and local Cooperative store.

Our current staffing entitlement in 2021 was 10 teaching staff and 3.4 non-teaching staff. The school employs Student Learning Support Officers through the use of school funds. Our executive staff is stable with the majority at the school for more than five years. 15% of our staff are in their early career as teachers. We have fostered strong partnerships with universities, through the Aspire program and work closely with the local Aboriginal Education Consultative Group (AECG) in Lake Cargelligo. The school employs a Careers Support officer to assist students with career opportunities and work experience.

A comprehensive Situational Analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan. This involved genuine consultation with students, staff, parents and the local AECG. Through our Situational Analysis, we have identified high level of areas for improvement which will be resourced by the school's equity funding to support a range of initiatives. The school is committed to continually improving effective classroom practices with high impact professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning. There will also be a focus on Higher School Certificate performance. This will include staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each staff member will develop ways of deepening the knowledge base of their students. Through school leadership there will be a culture. high expectations.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data.

### 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.

- Data driven practices that lead to improvement

### Resources allocated to this strategic direction

**Integration funding support:** \$51,808.00

**Low level adjustment for disability:** \$8,080.33

**Socio-economic background:** \$12,297.15

**Per capita:** \$13,065.00

**QTSS release:** \$6,727.08

**Aboriginal background:** \$3,623.99

**Literacy and numeracy:** \$4,405.07

**Professional learning:** \$7,950.00

### Summary of progress

All staff have worked on improving their understanding of the data to inform their practices, this has meant that professional learning has been targeted in specific areas of need and a focus for 2022 will be to improve the use of data to inform teaching in a timely and authentic way which results in improved results for all students. All staff use effective reading and numeracy strategies to understand the data and this informs their teaching. Check-in Assessments, MacqLit and InitialLit are now embedded in classrooms K-6 and are used regularly to inform where to next for student learning. The Science of Language and Reading will be completed by all primary staff in term 1 of 2022 allowing for evidenced based teaching practices to provide high quality learning for all students. The introduction of the Assistant Principal Curriculum and Instruction for the first two hours 4 days a week allows for targeted support for all primary staff to focus and improve explicit teaching practices within the classroom settings.

School Learning Support Officers targeted small cohorts of groups in targeted areas of needs of literacy and numeracy which are assessed at the beginning of the year and reevaluated in a timely manner throughout the year. This resulted in explicit support to be provided in a timely manner with data-informed practice allowing for specific interventions for students at point-of-need. We have observed that staffs' understanding of where students are at and their specific needs is recognised promptly and becomes a focus for that student to improve. In 2022, confidence by staff in understanding where students are at, and the support of the Universal Hub resources, will provide strengthened strategies for teachers to use to improve literacy and numeracy.

There were substantial resources bought to provide an engaging and motivated area for students to learn in with an upgrade of tables to provide time for group work and independent learning with each of the primary classrooms. This has now resulted in all classes provided with an engaging area for teaching and learning.

A focus for secondary in 2022 will be on supporting students to complete the minimum standards earlier so that support can be provided for those students who need it and allow for understanding of the students needs for the senior years of schooling.

### 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
Year 3 and 5- improvement in the percentage of students in the West Wyalong network small cohorts group achieving in the top two bands in	An increased percentage of students achieved in the top two bands for Reading in 2021. 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.

<p>NAPLAN to be above the base line system negotiated targets in reading of 28.9%.</p>	
<p>Year 3 and 5- improvement in the percentage of students in the West Wyalong network small cohorts group achieving in the top two bands in NAPLAN to be above the base line system negotiated targets in numeracy of 24.5%.</p>	<p>A decreased percentage of students achieved in the top two bands for Numeracy in 2021. 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.</p>
<p>Year 9 - Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the base line system negotiated target in numeracy of 20%</p>	<p>A decreased percentage of students achieved in the top two bands for Numeracy in 2021. 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.</p>
<p>Year 9- Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the base line system negotiated target in reading of 16.6%</p>	<p>A decreased percentage of students achieved in the top two bands for Reading in 2021. 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.</p>

## Strategic Direction 2: Excellence in teaching practice

### Purpose

In order to ensure every student improves every year staff will learn and apply highly effective 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.

- Highly effective teaching practices
- Innovative Blended Teaching Practices (LAP)

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$26,369.60

**Socio-economic background:** \$11,357.07

**Professional learning:** \$7,210.00

**Location:** \$28,900.00

### Summary of progress

High impact professional learning will be aligned with the Strategic Improvement Plan. Staff will engage in high impact professional learning that is relevant to the current student cohort and their learning needs. All executive have completed Lyn Sharratt's Clarity - Online Learning Suite and are currently implementing the guides within their teams. The importance of a shared belief is a focus on improving students outcomes and through building teachers capacity will see a shift in student outcomes. As an executive group we have learnt if its worth doing its worth doing it well and being more consistent and taking things slower to make the important changes.

A significant proportion of professional learning funding has been spent on targeting staff to improve their understanding of how best to teach students to read which resulted in all primary staff choosing to complete the Science of Language and Reading, however the course was postponed until 2022. This professional learning will help to tie together the importance of mastering how to read and understanding what they are reading. To better support reading in the early years to school, the school has spent a lot of resources and provided professional learning for our School Learning Support Officers so they can better support programs of MultiLit to be better supported in the classrooms in 2022.

Every staff member is committed on improving and supporting on improving student outcomes for every child and it is through improving teaching that is focused on improving students results in an evidenced based systematic way. Primary staff have started to introduce data walls to better track where students are and sharing the information between staff so everyone can support the student on where to next. These will again be a focus in 2022. Another target for next year will be formalising peer observations where staff will have a specific area they will be targeting and supporting their peers in improving, these will be again through the teaching sprint guidelines.

Establishment of collaborative systems of work between Lachlan Access Program (LAP) schools has been effective in developing strong collegial approaches to the delivery of HSC curriculum, and this needs to be further refined through development of authentic collaborative practices and enhanced individual accountabilities for student performance, both from teachers and students themselves. This was initiated across the LAP schools through the enhanced process for data analysis by individual teachers and across schools and the establishment of Student Improvement Programs designed to work collaboratively with students and their support systems to utilise all available resources within the school and wider community to ensure the best possible engagement with schooling and assessment. Further alignment of assessment practices throughout all subjects delivered through LAP, and development of consistent approaches to HSC verbiage and extended writing, will be a continued focus in 2022.

### 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
Year 5- Improvement in the percentage of students achieving expected growth in NAPLAN reading working towards to	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual

the schools lower bound target of 60%	progress is reported directly to parents and carers throughout the year.
Year 5- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy working towards to the schools lower bound target of 60%	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Year 9-Improvement in the percentage of students achieving expected growth in NAPLAN numeracy working towards to the schools lower bound target of 60%	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Year 9-Improvement in the percentage of students achieving expected growth in NAPLAN reading working towards the schools lower bound target of 60%	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to small size of cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Increase in the percentage of students in the Lachlan Access Program achieving in the top 3 bands of HSC course by a minimum of 15.6%	In 2021, the Lachlan Access Program schools saw an increase in the percentage of students in the top three bands of HSC - exceeding the lower bound of 15.6% by 9.72% and demonstrating progress towards the 2022 system-negotiated target.

## Strategic Direction 3: Culture of high expectations

### Purpose

In order to achieve a culture of high expectations across our school community we will foster effective partnerships to develop a shared responsibility for engagement, development and success of all students.

### 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.

- High expectations learning culture

### Resources allocated to this strategic direction

**Professional learning:** \$6,320.00

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

**Location:** \$7,977.28

### Summary of progress

The school implements evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. A focus on attendance has resulted in discussions with families and how to best support students in the senior years with the introduction of a focus on school to work for our non academic students who are on a path to leave school and obtain a trade. Next year students will be offered work experience to those students who would prefer to be out working and have a non atar line of learning.

Through a review of our current attendance procedure we found that although we don't have many students with low attendance we do have some students who will be away when needed to help on the farm, this has been a result of limited workers in the area due to Covid 19. Also it was noted that although all practice are completed through attendance that these need to happen earlier as it is too late at the end of each term. In 2022 a review of attendance will be part of the executive role in week 5 of every term. A more focused approach to using every day counts to support attendance of students to school. Regular review of current attendance rates and working closely with community to improve student attendance rates will be a focus in 2022. A systematic review of the current welfare program in term1 to support student behaviours will be undertaken in 2022. Survey of students at specific points throughout the year to make sure the school is on target to improve outcomes, rather than waiting until the end of the year is also a focus for 2022. Regular communication of the importance of attendance matters has been a focus in term 4 and will continue to be a focus next year.

The current reward system although overall received positively there were areas that needed an over haul. A discussion with students at the beginning of next year will occur and changes will happen in term 2 2022. Due to Covid 19 many of the regular rewards were unable to be completed in 2021 so the school had a fete where Rusty Buck the new reward for students which was introduced in term4 students worked over the term to accumulate as many bucks as they could which could be spent at the Rusty fete at the end of the term. This was a great incentive and students indicated they would like to see something similar to this again in 2022.

### 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
The school will maintain positive levels of well being above the base line data of 52% according to the three domains from the Tell Them From Me survey (advocacy, belonging and expectations) and internal surveys.	The number of students who maintain positive levels of wellbeing at Tullibigeal Central School has increased to 64%, students feel they learn better in group work and doing well is important to 77% of students.
Primary- Increase the number of students attending 90% of the time to be progressing towards the lower	The number of students attending greater than 90% of the time or more has increased to 81% with an average attendance rate of 93%.

bound target of 70%	
Secondary- Improvement to be achievement above the lower bound of 50% in attendance.	The number of students attending greater than 90% of the time or more has declined with only 40% of students reaching the expected goal of 90% or above. There was a decrease in students attendance in the final term of 2021, which impacted the overall year's result.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,808.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tullibigeal Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices that lead to improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> One to one support for student learning within the classroom allowing the student to learn in the mainstream classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support student learning, with a targeted program to improve students knowledge in areas of need.</p>
<p>Socio-economic background</p> <p>\$23,654.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tullibigeal Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices that lead to improvement</li> <li>• Innovative Blended Teaching Practices (LAP)</li> <li>• Highly effective teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchasing quality literacy resources</li> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff providing support for individual support in the classroom in the primary years. New resources bought to improve reading in the early years. Extra support of SLSO in targeting programs for students with low literacy needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage a school learning support office to support students in literacy and numeracy. Some support will be provided in supporting extra curricular activities.</p>
<p>Aboriginal background</p> <p>\$3,623.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tullibigeal Central 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices that lead to improvement</li> </ul>

<p>Aboriginal background</p> <p>\$3,623.99</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> One to one support for aboriginal students within the classroom focusing on literacy and numeracy targeted areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continual support will be provided for students to help support their understanding of literacy and numeracy within the classrooms</p>
<p>Low level adjustment for disability</p> <p>\$34,449.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Tullibigeal Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Data driven practices that lead to improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of a SLSO has provided support across the school to help students struggling to access the curriculum in the mainstream classrooms. Through Learning support team students are targeted and support is provided in specific ways to support their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Next year staff will further support student in a systematic way using data to inform where students needs are. Funding will also be provided to up skill SLSO to better facilitate individual learning within the classrooms</p>
<p>Location</p> <p>\$36,877.28</p>	<p>The location funding allocation is provided to Tullibigeal Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Innovative Blended Teaching Practices (LAP)</li> <li>• High expectations learning culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> To provide learning opportunities to all students, through supporting incursion costs for all</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students to provide learning opportunities for students through a variety of incursions.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tullibigeal Central</p>

<p>\$4,405.07</p>	<p>School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices that lead to improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The buying of high quality resources and subscriptions to literacy and numeracy programs to provide opportunities for students to practices their skills in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continual support of subscriptions to be used within the classroom to help with practice of skills taught continual buying of high quality texts to support reading within the classroom.</p>
<p>QTSS release</p> <p>\$6,727.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tullibigeal Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices that lead to improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved understanding of literacy and numeracy for all staff with professional learning using the Effective Reading and Improving Comprehension guides.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Next year we will see these implemented in the classroom through continued release of Assistant Principal, this will provide support for staff in primary to trial and discuss improvements through peer observations.</p>
<p>COVID ILSP</p> <p>\$41,299.92</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students supported in small groups focusing on literacy and numeracy. All students have shown some improvement towards their learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP

\$41,299.92

Continue to implement small group tuition using data sources to identify specific student needs. Data driven practices will be focus on improving student outcomes.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	22	26	18
Girls	35	35	27	21

## Attendance

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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.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	88.1	98.2	94.1
1	95.4	93.8	87.6	96.1
2	94.3	97.3	94.5	87.9
3	97.2	94.4	98.2	90.8
4	91	96.9	94.1	92
5	94.4	91.8	97.5	92.7
6	87.9	92	93.4	93.7
7	91.8	85.6	94.4	89.7
8	95.7	91.3	93.8	84.9
9	90.1	90.5	85	86.2
10	95.5	94.7	93.2	93.1
11	86.5	88.6	92.4	89
12		86.4	90.3	78.2
All Years	92.4	92.2	94	90.9
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12		88.6	90.4	87
All Years	91.6	91	91.1	89.8

## Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Tullibigeal Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Tullibigeal Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	6.01
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.38
School Administration and Support Staff	3.41
Other Positions	0.1

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	82,374
<b>Revenue</b>	1,902,719
Appropriation	1,888,000
Sale of Goods and Services	1,583
Grants and contributions	13,114
Investment income	22
<b>Expenses</b>	-1,910,289
Employee related	-1,609,025
Operating expenses	-301,264
<b>Surplus / deficit for the year</b>	-7,570
<b>Closing Balance</b>	74,804

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	51,808
<b>Equity Total</b>	61,728
Equity - Aboriginal	3,624
Equity - Socio-economic	23,654
Equity - Language	0
Equity - Disability	34,450
<b>Base Total</b>	1,393,971
Base - Per Capita	13,065
Base - Location	36,877
Base - Other	1,344,028
<b>Other Total</b>	301,781
<b>Grand Total</b>	1,809,287

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](https://myschool.edu.au) to access the school data.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

In 2021, Tullibigeal Central School collected feedback through a school created survey. and the people matters survey.

### PARENTS

In the survey completed by the parents we had 7 responses, with majority of parents wanting their child/children to complete their HSC, 43% and 28% wanting their child to study at University.

Parents believe the school is inclusive for all students and their abilities and the smaller cohorts allow for students to be known, valued and cared for. Parents believe that all staff are caring and provide positive relationships for their children. Areas for improvement parents would like to see is more opportunities for work placement for senior years, a focus on mental health to better support children in rural areas and improved resilience for children to do their best.

### STUDENTS

There were 22 responses completed by students years 3 to year 12. Favorite subject at school is sport and hands on activities were seen as the best way to learn, the students least favourite subject at school was maths and music and many students felt they weren't good at mathematics and so they didn't like it . Most students feel they learn best when the work is relevant and hands on activities is the prefer way to learn.

55% of students learn best in group work and 64% enjoy learning at school.

77% believe doing their best is important to them and 73% believes they always strive to do their best.

50% of students believe what they learn at school is useful to them and 55% feel lessons are well planned

72% of students believe their teachers have high expectation of them and teacher explain things well in the classroom

68% of students make friends easily and 69% of students have strong friendship groups

80% of students have at least one adult at school they can trust and 77% feel valued at school,

73% of students feel they are treated with respect and are treated fairly.

### STAFF

100% completed the people matters survey and staff indicated the following:

100% feel that they belong to the department

100% are satisfied with the opportunities available for career development in the department

100% believe the department meets the needs of the communities, people, and/or businesses of NSW

100% would recommend the department as a great place to work

100% are proud to tell others they work for the department of Education

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.