

2021 Annual Report

Tumbarumba Public School



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Introduction

The Annual Report for 2021 is provided to the community of Tumbarumba Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Tumbarumba Public School all members of the school community work together to create an innovative and challenging learning environment with high expectations of achievement and where every student is known, valued and cared for.

School context

Tumbarumba Public School has an enrolment of 170 students with 10% of our students identifying as Aboriginal background. Tumbarumba Public School is situated in the picturesque foothills of the western slopes of the Snowy Mountains. Our community is varied and vibrant with our families working in a range of rural, timber and tourism industries. The town and district has recently been impacted by bushfires and is now involved in recovery with an unknown impact on future enrolments. Our school culture is founded on students, staff, parents and the wider community working together to promote school excellence.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Analysis conducted against the student outcome measures provided evidence that the majority of our students are working in the middle 2 Bands of NAPLAN. Focusing on high expectations and explicit teaching strategies will support the increase of students into the top two bands and expected growth in both reading and numeracy.

Focus areas include developing skills in the use of data to measure student progress in reading, writing and numeracy with gap analysis showing a need to improve in specific areas of number and geometry and continual improvement in delivering high quality teaching and learning to our students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth or above in Literacy and Numeracy we will embed school-wide practices for all in using internal and external assessment, deepening teacher knowledge of data literacy and skills to monitor, plan, deliver and report on student 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.

- Embedding formative assessment and feedback for learning
- Data skills and use for student growth.

Resources allocated to this strategic direction

Socio-economic background: \$123,317.50

Low level adjustment for disability: \$82,003.53

Aboriginal background: \$16,525.40

Integration funding support: \$195,034.00

English language proficiency: \$2,400.00

Location: \$32,688.00

Literacy and numeracy intervention: \$35,317.17

Literacy and numeracy: \$5,228.05

Summary of progress

Embedding formative assessment and feedback for learning

Analysis of external and internal data sources identified the need for teachers to focus on improving student achievement through using both formative and summative achievement data. Professional learning sessions throughout the year were planned to be delivered at staff meetings by the executive, utilising Dylan Wiliam's *Embedding Formative Assessment Toolkit*. Teachers supported each other in embedding formative assessment by observing each other's classroom practice followed by a discussion of their observations and how they could improve their skills in utilising formative assessment strategies. Term 1 and 2 observations were completed successfully however Terms 3 and 4 were unable to proceed effectively due to COVID-19 restrictions limiting access to other classrooms. A detailed survey completed by teachers showed that teachers valued the use of formative assessments for measuring student understanding of strategies and linking feedback to the Learning Intentions and Success Criteria. The next steps are to implement professional learning in 'Activating Students as Learning Resources for One Another' and 'Activating Students as Owners of Their Own Learning'. In 2022 we will also be linking the effective use of formative assessment to student engagement and growth in Literacy and Numeracy.

Data skills and use for student growth.

Building teacher capacity to use data to improve student growth and the allocation of resources to support student learning has increased teacher confidence in using SCOUT as evidenced by the targeting of syllabus outcomes to increase student growth in Literacy and Numeracy. Professional development focused on developing teacher skills in interpreting and analysing NAPLAN and CHECK-IN data in QTSS time. Teachers are able to identify class and individual student gaps in achievement of syllabus outcomes and identify specific goals using the learning progressions for class, small group and individual focus groups. Every class identified targeted students and provided short term goals for interventions in Literacy and Numeracy. Student goals were reviewed every 5 weeks using formative assessments and then new goals reset. This has had the outcome of showing measurable growth in specific areas. Funds were used to increase LST teacher hours across K-6 and SLSO hours in all classes to enable increased differentiation and targeted individualised and small group work. Intervention reading programs were supported by the Centre of Effective Reading with one student accepted to the formal intensive intervention program for 2021 and 3 other students in Stage 3 on a similar individualised and evidence-based daily reading intervention. A detailed assessment showed increased reading achievement and also confidence levels benefiting their transition to Year 7. Analysis of school-based, check-in data, NAPLAN data and PLAN 2 data has shown significant growth in TPS student achievement in Literacy and Numeracy as documented below.

Future direction

In 2022 we will continue to maintain a focus on the use of assessment to ascertain the needs of students and use this information to target teaching appropriately across the school. This will be enabled by the continued develop of staff knowledge and skills in use of data.

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
Achieve an uplift of 4% of students in the top 2 bands in the NAPLAN reading test.	<ul style="list-style-type: none">• 32.50% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target.
At least 22% of students are in the top 2 bands in the NAPLAN Numeracy test.	<ul style="list-style-type: none">• Students achieving in the top two bands in NAPLAN numeracy showed an uplift of 11.11% to achieve above the upper bound trajectory for 2021.
Increase the uplift of 3% from the baseline of students achieving expected growth in literacy and numeracy.	<ul style="list-style-type: none">• NAPLAN reading showed above expected growth in reading of 22.37% and in numeracy of 24.67% above the upper bound targets for 2021.

Strategic Direction 2: Explicit teaching through evidence-based practices.

Purpose

In order to achieve school-wide high expectations for student achievement we will focus on continual improvement of teacher quality through identifying, understanding and implementing the most effective explicit teaching methods, the highest priority being given to evidence-based teaching strategies and curriculum delivery resulting in increased student engagement and wellbeing.

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 quality delivery of curriculum
- Whole school approach to effective classroom practices

Resources allocated to this strategic direction

QTSS release: \$29,823.40

Location: \$7,461.33

Professional learning: \$5,798.18

Summary of progress

High quality delivery of curriculum

Analysis of external and internal data sources identified the teaching of reading with phonemic awareness, phonics and fluency and space and measurement to be a focus areas across the school. All class teachers were provided with additional release (QTSS) time each week to work with their teacher team to analyse student reading data, collaboratively plan lessons in response to the data, and learn from each other through classroom observations and follow-up discussions. Teachers identified students using internal and external assessment data for individual growth targets and strategic interventions. Additional QTSS time for collaborative analysis of student individual progress data enabled teachers to create consistent judgements about student learning and plan high quality and individualised teaching and learning programs.

Whole school approach to effective classroom practices

High expectations and explicit teaching strategies have been embedded in classroom planning and practice across the school. Collaboration in the MathsBurst Spatial Reasoning Program trial has enabled Tumbarumba PS staff to participate in a broader based initiative to improve the identified area of need at the same time as giving teachers the opportunity to share in high quality practice research. Results in 2021 were hampered by remote learning and restrictions on students and staff collaborating face-to-face. In 2022 a more rigorous approach to the implementation of MathsBurst will be put in place.

Student wellbeing has been supported by school-wide data analysis (Positive Behaviour Learning) to select focuses for embedding high expectations and increased student engagement. Student behaviour data is analysed every fortnight to guide the selection of a behaviour theme for school-wide focus with classroom-based explicit teaching to build student wellbeing and self-regulation. Positive behaviour is celebrated with the whole school community and consistent systems are co-developed with parents and carers to support the prevention of negative behaviours and to increase student engagement. Students have demonstrated increased engagement and success at school as a result of quality wellbeing programs. Attendance is regularly monitored and teachers communicate readily with parents and students to support attendance issues. Attendance is celebrated at a whole school and class level.

A range of strategies are embedded across the school to support student wellbeing and self-regulation development. The use of the Zones of Regulation, a sensory room for student withdrawal and heavy work has resulted in decreased incidents in classrooms and enabled consistent practices across the whole school providing smooth transitions between classrooms and year groups. Continued professional development for staff in these areas will be required to familiarise new staff and continue to embed wellbeing practices.

Future Directions

Analysis of student trends in NAPLAN and Check-in has identified Vocabulary as an area of future 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
<ul style="list-style-type: none"> • Uplift of students reporting a positive sense of wellbeing from the baseline to 84% 	<ul style="list-style-type: none"> • Tell Them From Me data indicates 82.14% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<ul style="list-style-type: none"> • 50% of students reaching year level appropriate on the Soundwaves and DoE phonological assessment. 	<ul style="list-style-type: none"> • 61% of students achieved growth in phonological assessment.
<ul style="list-style-type: none"> • Attendance: Increase the number of students attending school 90% of the time to 70% from a baseline of 66% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased 8.5%

Strategic Direction 3: Collaboration and feedback to sustain quality teaching and learning.

Purpose

To create a high performance culture and whole school improvement through embedding explicit systems for collaborative practice and feedback to drive continuous improvement.

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.

- Collaborative Practice and Feedback
- Continuous Improvement

Resources allocated to this strategic direction

Professional learning: \$14,446.66

Summary of progress

Collaborative Practice and Feedback

2021 commenced with teachers readily engaging in observing each other's practice and discussing strategies for continuous improvement in line with the School Plan professional development activities and their Performance Development Plans. This included planned regular observations of the implementation of professional learning and allocating teacher mentors to work closely with Early Career Teachers to deepen their classroom teaching skills and knowledge.

Continuous Improvement

Circumstances which arose throughout the year impacted these practices. Despite becoming proficient at using varying online platforms for communication, collaborative practices across the school have been impacted. New skills have emerged as staff problem-solved teaching large and small groups online and supporting fellow classes in complex timetabling as a second adult with teachers and SLSOs covering child protection requirements. Delivering targeted learning and retaining student engagement in lessons and assessing student progress was more challenging in the younger years however growth data in 2021 NAPLAN and internal PLAN2 data has validated staff commitment to individualised and evidence-based learning.

Future Directions

In 2022 we will continue to work on developing collaborative skills led by the APC&I. Executive staff will engage in leadership training to enhance their leadership skills.

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
• School self-assessment of the School Excellence Framework element of Educational Leadership is validated as sustaining and growing with evidence of improvement shown through themes.	• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership with an improvement from Delivering to Sustaining and growing in the theme of Instructional leadership.
• School self-assessment of the School Excellence Framework element of Learning and Development is validated as sustaining and growing with evidence of improvement shown through themes.	• Self-assessment against the School Excellence framework shows the themes of collaborative practice and Professional Learning to be Sustaining and Growing up from delivering in 2020.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,034.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tumbarumba 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"> • Data skills and use for student growth. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <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. 80% of parents participated in the review of PLSPs and student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: teachers continue to provide targeted programs to support the needs of students allocated integration funding and encourage parent engagement in the planning process.</p>
<p>Socio-economic background</p> <p>\$123,317.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tumbarumba 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"> • Data skills and use for student growth. • Embedding formative assessment and feedback for learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Learning Support Coordinator and Teacher to support identified students with additional needs • employment of additional staff to support Centre for Effective Reading program implementation. • resourcing to increase equitability of resources and services • employment of additional staff to support differentiated learning program implementation. <p>The allocation of this funding has resulted in: Increased frequency of targeted and individualised learning for students. Increased growth in 2021 NAPLAN in aspects of Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to evaluate the programs and identify students to target for 2022 intervention programs, through the analysis of school-based and external data.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$16,525.40</p>	<p>needs of Aboriginal students at Tumbarumba Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use for student growth. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: 2021 NAPLAN Reading, 75% of Aboriginal students at Tumbarumba PS achieved in the Top 3 Bands which is 28.65% above state in reading and is the top performing school in reading in the Albury Network. This data has been consistently trending upwards since 2019, reversing a downward trend since 2015.</p> <p>In 2021 NAPLAN Numeracy, 50% of Aboriginal students at Tumbarumba PS achieved in the Top 3 Bands which is 15.81% above state in reading and is sitting on the median for state and 4th top performing school with two other schools in Albury Network. This data has been trending upwards since the previous 2019, reversing a downward trend since 2015.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to target students with Aboriginal Background in achieving increased results in Literacy and Numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tumbarumba 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"> • Data skills and use for student growth. <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in: SLSOs in all classrooms enabled targeted evidenced-based learning plans as developed by the classroom teacher and supported in both individual and small group lessons. Student progress was monitored in PLAN 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide EALD Progression levelling PL to teachers and SLSOs to increase capacity to identify learning needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$82,003.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Tumbarumba 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"> • Data skills and use for student growth. <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$82,003.53</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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: Improved student engagement in teaching and learning activities as evidenced by increased student growth in NAPLAN Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team by reviewing the processes for students to access support. Investigate the possibility of extending intensive reading intervention strategy across the school.</p>
<p>Location</p> <p>\$65,862.47</p>	<p>The location funding allocation is provided to Tumbarumba 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"> • Data skills and use for student growth. • High quality delivery of curriculum • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional SLSOs to support teachers in provision of differentiation of student learning. <p>The allocation of this funding has resulted in: increased provision of differentiated learning in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensure teachers are all using SLSO allocation to maximise individual student needs by reviewing Learning and Support Folders used by SLSOs for small group interventions.</p>
<p>Literacy and numeracy</p> <p>\$5,228.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tumbarumba 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"> • Data skills and use for student growth. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: an increase of students achieving in the top 2 bands from 14.44% in 2019 to 25.64% in 2021. Growth evident in Literacy and Numeracy Years 3 and 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted professional learning to improve literacy and numeracy</p>
<p>QTSS release</p> <p>\$29,823.40</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tumbarumba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$29,823.40</p>	<p>including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: staff collaborating to collect, analyse and evaluate student data, plan next steps for learning and plan targeted learning activities. Student progress and gaps in learning was identified and targeted interventions or whole class activities were planned to lift student attainment in literacy and numeracy. QTSS time is also used for peer observations and discussions focusing on improving effective practices. All staff agree that QTSS time has been valuable for time to be able to work together to examine evidence of learning and develop a deeper understanding of the curriculum through the Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: employment of the APCI to leader literacy and numeracy needs and guide staff in achieving explicit teaching to improve student growth and attainment. APCI will also be able to lead PL in literacy and numeracy programs, observe and support teachers in the implementation of effective strategies.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tumbarumba Public School who may be at risk of not meeting minimum standards.</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"> • Data skills and use for student growth. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: an increase of individualisation of target intervention for identified students resulting in improved student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: to identify students to target for intervention in 2022, through the analysis of school-based data and external data sources</p>
<p>COVID ILSP</p> <p>\$121,933.09</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: achieving growth in 2021 NAPLAN in both Literacy and Numeracy. Consistent, individualised, targeted teaching has enabled student growth at their point of need. Withdrawal of students has proven a successful strategy</p>

COVID ILSP	enabling students to be self-motivated to improve.
\$121,933.09	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>maintain the impact of the ILSP program by delivering individualised, targeted teaching to improve Literacy and Numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	81	77	70	70
Girls	84	87	90	95

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	91.1	93.3	90.6
1	93.4	89.6	90.4	90.4
2	90.7	90.1	91	87.7
3	90.5	90.6	89.4	89.7
4	92.6	87.6	88.3	92.8
5	91.3	90.1	87.1	89.5
6	91.1	88.1	86.5	90.1
All Years	91.8	89.6	89.6	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	342,097
Revenue	2,230,711
Appropriation	2,155,532
Sale of Goods and Services	13,722
Grants and contributions	61,333
Investment income	125
Expenses	-2,269,038
Employee related	-2,062,044
Operating expenses	-206,994
Surplus / deficit for the year	-38,327
Closing Balance	303,771

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	177,786
Equity Total	224,246
Equity - Aboriginal	16,525
Equity - Socio-economic	123,318
Equity - Language	2,400
Equity - Disability	82,004
Base Total	1,505,712
Base - Per Capita	39,443
Base - Location	65,862
Base - Other	1,400,407
Other Total	114,282
Grand Total	2,022,027

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

There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Due to COVID restrictions parent/teacher interviews were held by telephone calls to every family by teachers. Phone interview notes and survey responses reflected a high level of parent satisfaction and value for the opportunity to share information about student progress and engage in planning individual student goals for their child/ren. Due to lack of parent engagement in previous years with DoE surveys, online Facebook surveys were used to gauge parent satisfaction with school and community. The Tumbarumba PS Facebook page has been a significant communication channel during COVID providing positive, quick two way communication which has been respectfully used by the school community. Other communication channels have included Skool Loop which has been favourably utilised by parents to communicate with the school.

TPS P&C has continued to be very active during COVID restrictions using online forums and alternative non-face-to-face fundraising ideas. The principal has continued to engage with the P&C on the online platform. This has enabled strong communication between the school and community to be maintained throughout the year where parent access to the school was limited due to COVID restrictions.

With positive school community communication channels evident in 2021, Tell Them From Me surveys will be utilised in 2022 to gain statistical data to support other forms of communication and evidence of community engagement.

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.