

2021 Annual Report

Tamworth South Public School



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and the promotion of student voice. High expectations and wellbeing programs will ensure academic achievement, student resilience and a commitment to personal best.

School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

We are a friendly, community-focused school committed to providing high quality education for all students within a safe, caring and supportive learning environment that is sensitive to the needs of the individual. Dedicated staff provide diverse, engaging and future-focused educational programs which promote and develop student creativity, collaboration, critical thinking and communication. Inclusive practices provide many opportunities for students to succeed and excel.

Our PBL mantra "Be Respectful, Responsible and Safe to be Successful" is promoted and encouraged through the provision of a broad, balanced and challenging curriculum, and a variety of extra-curriculum programs. These are further embedded by programs and initiatives that address the personal, emotional and social needs of our students, ultimately aimed at developing student confidence, cultural pride and a sense of self-worth.

Tamworth South hosts five support classes and one Opportunity class. Students access the latest in learning technologies both within our Technology Hub and classrooms. Staff are professionally supported by three Instructional Leaders and the school is well supported by an active and culturally diverse community committed to supporting staff, thus ensuring that all students can be the very best they can be.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. Three strategic directions have been identified.

It is important to note that this builds upon the work undertaken in the previous school planning cycle around:

Student growth and attainment: In 2020, an analysis of internal and external data in reading was conducted. Results of this analysis indicated a need for a whole school focus on Reading. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Retrieving directly stated information
- Interpreting explicit information
- Interpreting by making inferences
- Interpreting implied information

Internal and external data analysis in Mathematics indicated a whole school focus on Number and Measurement was needed. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Place value
- Addition and Subtraction
- Multiplication and Division
- Measurement

Our whole school focus to improve student growth and achievement in reading and numeracy, is underpinned by evidence-based practices provided primarily by the *What Works Best* document. Embedded within this strategic direction will be a focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs.

School Culture: It was evident after conducting an analysis of the school wellbeing data that teachers require further assistance to support students. Discipline referrals and support needed from the executive leaders highlighted that an alternative approach was required. Our Positive Behaviour for Learning (PBL) was guiding staff but we needed to build stronger positive relationships between staff and students. Our staff needed to deepen their understanding of what is required to foster wellbeing, and how it can become a powerful force in students' learning and development. At TSPS the focus will be on building a positive connected culture through restorative practices, team building and continuous reflection and improvement.

Community Engagement: Engaging with the community is an area of focus identified in our 2020 School Excellence Framework- Assessment (SEF S-as). This has been an area of focus for a number of years and although the Tell Them

From Me (TTFM) surveys indicate parents' positive attitude toward the school, the number of parents completing the survey is small and does not reflect all cultural groups.

Working together with our Parents and Citizens Association (P&C) and Department of Education (DOE) staff will help identify successful community engagement practices that encourage more input from families and the wider community. The four year focus will strengthen community engagement, providing our families with an opportunity to have a voice in decisions that affect their child's learning. The school supports active engagement with the Aboriginal Education Consultative Group (AECG).

Analysis of attendance data indicates a decline in attendance over the last four years to below state. Building strong, safe, caring relationships with students and their families encourages students' regular attendance at school, and is essential to assist students to maximise their potential. Teachers are crucial to the monitoring of student attendance and the building of these relationships.

At Tamworth South, students with low attendance are regularly identified and followed up. To ensure attendance issues are addressed promptly, processes and practices will be analysed and revised to ensure non-attendance is more closely monitored by class teachers. The importance of attendance will be promoted in the community as a shared responsibility.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Staff will ensure the implementation of effective curriculum provision for every student. This is underpinned by evidence-informed strategies and embedded evaluative practice, in order to improve student growth and achievement. Further to this, the school 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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$34,064.23

English language proficiency: \$10,000.00

Literacy and numeracy: \$21,000.00

Low level adjustment for disability: \$103,000.00

: \$5,000.00

Per capita: \$20,000.00

Summary of progress

Staff will ensure the implementation of effective curriculum provision for every student. This is underpinned by evidence-informed strategies and embedded evaluative practice, in order to improve student growth and achievement. Further to this, the school will develop and sustain whole school processes for collecting and analysing data.

Reading

Staff and classroom audits identified that all aspects of reading needed to be included in the daily reading programs K-6 with further resourcing required. Building rich literature classrooms that engaged students in reading, grew the love of reading and developed vocabularies became the focus of our initial monitoring, ensuring all students had experiences with quality texts. We ensured teachers were providing reading opportunities in the forms of explicit daily teaching (guided reading), home reading (Rev Up Reading program), independent reading (DEAR or daily practice) and modeled reading (serial or daily teacher reading). Further resourcing of classroom and home readers made accessing modern and more relevant experiences possible.

All classrooms established strong Home Reading programs with 'Morning Mat Reading' in K-2 picking up students who did not have the opportunity to read at home. An extensive multi-tiered reward system was implemented including the setting up of a school book shop to encourage increased engagement in home reading or practice. This was very successful K-6, where classroom teachers strongly supported the program.

An English scope and sequence was implemented K-6 with program reviews identifying the need for a consistent approach to programming. All K-2 and some 3-6 reading programs implemented flexible groupings based on data.

Assessment developed using Running Records, Check In Assessments, sight word and sound knowledge and PAT testing identifying the strengths and weaknesses in cohorts. It was identified that there is a greater need for the explicit teaching of comprehension.

PL was conducted on the Premier's targets and the School Success Model with K-2 having PL on Scarborough's rope and gaining greater insights into the connections between word recognition with skills in decoding(phonics), phonological awareness, sight-word recognition combined with language comprehension skills of background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge building skilled readers. All staff were encouraged by ILs to the use resources from the Digital learning Hubs.

It has been identified that the explicit teaching of comprehension strategies would best take place with the scope and sequencing of these skills K-6. Further PL on the explicit teaching of these comprehension strategies and the expectation that these will be embedded will be the focus for 2022.

Numeracy

Staff participated in several professional learning workshops to enhance their knowledge and understanding of effective numeracy strategies and differentiated instruction. Feedback surveys reported increasing confidence in teachers' capacity to implement open ended questions, parallel tasks and investigations to engage students in purposeful mathematical activities.

Staff continued to deliver quality, explicit teaching and learning programs. Programs were designed with a clear focus on modelled, guided and independent learning. An increased use of visual materials during lessons was evident to improve students' understanding of key concepts and to differentiate set tasks. Programs clearly stated learning intentions, success criteria and key mathematical vocabulary which enabled students to gain an improved understanding of the intended outcome of the lesson. During problem solving activities, students were encouraged to explain and show their mathematical thinking.

Instructional Leaders worked with teachers to analyse Check In assessment data, identifying areas of weakness and next steps in planning and teaching. Teachers planned lessons to target numeracy skills requiring further development.

2021 NAPLAN results showed 51.22% of students performed at or above expected growth in Numeracy. Explicit teaching and the development of consistent school wide assessment practices to inform planning and meet the learning needs of students will continue to be an area of focus.

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 students move above the baseline target in expected growth in NAPLAN Numeracy of 58.9%.	2021 NAPLAN: 50 students tracked. 51.22% of tracked students achieved at or above expected growth in Numeracy.
Year 3 and 5 students move above the baseline target in expected growth in NAPLAN Reading of 51.8%.	2021 NAPLAN: 60 students tracked. 72.92% of tracked students achieved at or above expected growth in Reading.
Year 3 and 5 students will achieve in the top 2 bands in NAPLAN Numeracy, moving from the baseline target of 16.1%.	2021 NAPLAN: Year 5 - 55 students 12.7% of students achieved in the top two bands of Numeracy. Year 3 - 87 students 11.5% of students achieved in the top two bands of Numeracy. 11.9% of students in Years 3 and 5 achieved in the top two bands of Numeracy.
Year 3 and 5 students achieve in the top 2 bands in Reading to be above the system negotiated target baseline of 27.0%.	2021 NAPLAN: Year 5 - 64 students 25% of students achieved in the top two bands of Reading. Year 3 - 89 students 28% of students achieved in the top two bands of Reading. 26.2% of students in Years 3 and 5 achieved in the top two bands of

Year 3 and 5 students achieve in the top 2 bands in Reading to be above the system negotiated target baseline of 27.0%.	Reading.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Numeracy to be above the baseline target of 30.3%.	2021 NAPLAN: 29.2% of Aboriginal students achieved in the top three bands of Numeracy.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading to be above the baseline target of 37.6%.	2021 NAPLAN: 42.7% of Year 3 and 5 students achieved in the top three bands of Reading.

Strategic Direction 2: School Culture

Purpose

In order to optimise student engagement and achievement of outcomes, teachers will improve their knowledge, skills and understanding of evidence-based practices and their implementation. Teachers will also develop a deeper understanding of the cycle of improvement, embrace collegiality and employ restorative 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.

- Restorative Practice
- Building A Connected Culture
- Continuous Reflection and Improvement

Resources allocated to this strategic direction

Professional learning: \$61,054.00
Socio-economic background: \$692,082.00
COVID ILSP: \$180,958.00
Aboriginal background: \$164,135.00
Integration funding support: \$154,345.00
Low level adjustment for disability: \$240,000.00
QTSS release: \$115,000.00
Literacy and numeracy intervention: \$82,000.00

Summary of progress

Throughout 2021 several targeted activities were implemented to place a focus on strengthening a positive school culture. Students learn best in environments where they feel safe, supported, challenged, and accepted. A range of school data shows we have effectively focused on improving school culture, showing students are more engaged with the curriculum, achieve academically, are developing positive relationships and teacher satisfaction is higher.

Early planning allowed the executive team to train all staff in restorative practices so they possess enhanced skills to resolve problems through the use of proactive restorative practice strategies. The HUB flexible staffing model has enabled a timetable to be developed to strengthen collegial support with the shared responsibility for programming, behaviour management, attendance monitoring and learning support leading to more consistency for students when staff absences occur.

Following the analysis of data collected from staff it has been deemed necessary to maintain a strong focus on Restorative Practice strategies into the future so this successful approach will be embedded into interactions between staff and students. The number of referrals to the Reflection Room has increased, indicating behaviour interventions are being implemented early. This has contributed to a reduction in the number of suspensions enabling staff to deliver lessons with less interruptions.

In 2022 the school will be maintaining a strong focus on Restorative Practice across the school and will maintain the HUB flexible staffing model as it has had a positive impact on teachers building relationships with students resulting in continuity of learning during teacher absences.

The Strategic Direction 2 team has decided to follow the subject areas determined by NESA, for registration, each year. This has been enabled through the executive meeting timetable including regular monitoring of progress measures in weeks 5 and 10.. The continued focus on a Key Learning Areas and their alignment to NESA requirements will ensure content is current, fresh and clearly aligns to syllabus documents.

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
Restorative Practice	100% of staff have been trained in Restorative Practice. Restorative

<p>Across the school a positive culture exists in all classrooms with all students feeling supported to take risks with their learning. Strong interpersonal relationships exist across the whole school community where all members are responsible to make school a nurturing space.</p>	<p>practices have been embedded in school processes. The number of students attending the Reflection room has increased indicating that teachers are utilising this support measure. Long suspensions have reduced from 22 in 2020 to 7 in 2021. Short suspensions have reduced from 26 in 2020 to 24 in 2021.</p>
<p>Most teaching staff will be placed in a team/HUB attached to a stage. Collegial support is strong with a growing sense of shared responsibility around programming, behaviour management, attendance monitoring and learning support.</p> <p>A learning support team exists to support students requiring additional interventions.</p> <p>Instances of teacher non attendance without MC has decreased by 10% on 2020.</p>	<p>The HUB system has continued to foster collaboration and support between staff as the development of programs and their distribution between HUB members reduces administrative load. This has been reflected in the number of teacher non attendance (without Medical Certificate) decreasing by 27% on 2020 figures. The additional resources dedicated to differentiation mean that teamwork is encouraged and is responsive to student needs. The collaboration around behaviour management assists in de-escalation of incidents through the sharing of ideas around effective management strategies.</p> <p>A flexible HUB timetable means that classroom teachers can collaboratively develop programs that provide higher levels of support for students.</p>
<p>All executive and key staff are familiar with the NESA registration process. A plan has been developed to examine each KLA by 2024 to ensure a process of continuous reflection and improvement exists.</p>	<p>100% executive and key staff are familiar with the NESA registration process the plan developed will prioritise the subject and policy areas as determined by NESA in term 4 of the previous year. Clear outlining of the NESA registration process occurred during professional learning undertaken on the School Development Day (Term 4, 2020). This is further reinforced on a term by term basis via program feedback and the development of a Quality Teaching and Learning compliance checklist aligned with the outcomes of the NESA syllabus documents.</p>

Strategic Direction 3: Community Engagement

Purpose

Community engagement is a critical factor for improving the progress, achievement and wellbeing of students. The school will engage with families and the broader community to work together to develop positive connections so students thrive.

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 Communities
- Attendance Matters
- Pathways to Success

Resources allocated to this strategic direction

Socio-economic background: \$173,013.00

Location: \$3,000.00

School support allocation (principal support): \$28,800.00

Early Action for Success (EaFS): \$308,723.00

Aboriginal background: \$300.00

Summary of progress

Covid 19 has been a barrier to improving student attendance. The school was made non operational on several occasions and when combined with mandated isolation periods the return of students has been slow as parents fear their child may catch Covid. The need for an efficient process to strengthen direct contact with families became obvious prompting the executive to consider effective and fast methods of communicating with parents. All families were contacted to ensure we had up to date emails and the SMS system was utilised.

We currently have an active Facebook page with social media data indicating over 800 followers have engaged with our page. This data demonstrates an underlying willingness from the community to be engaged with the school.

In 2022 the SchoolStream app will be used to directly contact all families to alert them about school events and non attendance. The school attendance plan will be reviewed and strengthened to include individual and whole school strategies to promote and reward good attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of parents/carers attending or engaging with school events to 30%.	<p>We have been unable to increase the engagement of families physically attending on site school events due to Covid-19 restrictions.</p> <p>The 2021 school year saw an increase of 33% of teachers used SeeSaw or Dojo apps resulting in families engaging with their child's learning and building positive relationships with classroom teachers.</p> <p>Using our social media data, we can see that our posts reach up to 3600 people from the local area as well as across NSW, Brisbane and 9 other countries around the world.</p>
Increase the percentage of students attending > 90% of the time to be above the baseline system negotiated target of 72.9%.	<p>The number of students attending 90% of the time in 2021 was 57.89%.</p> <p>The school is working with parents to improve attendance and achieve the baseline target of 72.9%</p>
40% of Personalised Learning	15% of Aboriginal families attended the PLP afternoon to join classroom

Pathways will be developed in genuine partnership with Aboriginal students, their parents or carers identifying, organising and applying personal approaches to the development of Personalised Learning Pathways so goals are authentic, monitored and achieved	teachers to discuss and compile Personalised Learning Pathways (PLPs) for their children. 100% of classroom teachers have conversed with students and/or families to discuss development, progress and evaluation of their goals.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,345.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth South 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"> • Building A Connected Culture <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 <p>The allocation of this funding has resulted in: Students who are receiving Integration funding are supported within the classroom by a designated Student Learning Support Officer.</p> <p>After evaluation, the next steps to support our students with this funding will be: A team of experienced Student Learning Support Officers will be deployed to deliver targeted programs for students on integration funding.</p>
<p>Socio-economic background</p> <p>\$899,159.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth South 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"> • Collaborative Communities • Literacy • Building A Connected Culture • Attendance Matters • Restorative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff and highly experienced Instructional Leaders to support literacy and numeracy implementation across the school. • professional development of staff by delivering high level, researched supported pedagogy to enhance teaching practice across the school. <p>The allocation of this funding has resulted in: The employment of additional staff and highly experienced instructional leaders to support literacy and numeracy implementation across the school has resulted in significant improvement in both literacy and numeracy. This was evident in NAPLAN results which showed above expected growth in numeracy and literacy. Professional development of staff by delivering high level, research supported pedagogy to enhance teaching practice across the school has lead to greater incidences of explicit teaching practices occurring in classrooms. A greater number of teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of additional staff has proven to be beneficial to student outcomes both academically and socially with improved NAPLAN results and a reduction in suspensions. Staff have benefited from high level professional learning. In 2022 we will continue to use these funds to support improvement.</p>

<p>Aboriginal background</p> <p>\$164,435.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tamworth South 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"> • Building A Connected Culture • Pathways to Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students and literacy/numeracy programs • employment of specialist staff to support the teaching of Aboriginal language and culture programs <p>The allocation of this funding has resulted in: Aboriginal students accessing support in literacy/numeracy programs K-6. All students across the school benefited from the delivery of Aboriginal cultural programs by specialist staff to support the teaching of Aboriginal language and culture programs</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to use Aboriginal background funds to support literacy, numeracy and Aboriginal cultural programs.</p>
<p>English language proficiency</p> <p>\$10,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth South 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"> • Literacy <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: This funding was combined with other areas of funding to support students with a focus on reading targeting EALD students. Internal data indicates the positive effect of this support.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of this funding to support EALD students in the area of reading will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$343,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth South 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"> • Literacy • Building A Connected Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build

<p>Low level adjustment for disability</p> <p>\$343,000.00</p>	<p>capability in meeting the literacy needs of identified students</p> <p>The allocation of this funding has resulted in: Instructional Leaders having time to work alongside teachers to support them to deliver appropriately differentiated programs to meet the needs of students who have a disability or a specific learning need.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this funding will be used for the support of teachers to meet a range of abilities within the classroom.</p>
<p>Location</p> <p>\$3,000.00</p>	<p>The location funding allocation is provided to Tamworth South 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"> • Collaborative Communities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in: All incursions have been fully funded enabling all students to be included.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the location funds will again be used to support free incursions.</p>
<p>School support allocation (principal support)</p> <p>\$28,800.00</p>	<p>School support allocation funding is provided to support the principal at Tamworth South 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"> • Collaborative Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • An additional part time School Administration Officer was employed to support specific school initiatives related to SD3 and other areas of the School Improvement Plan. <p>The allocation of this funding has resulted in: Administration related to various school projects, ordering specific supplies and design of flyers etc were completed.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the principal support allocation will be used to fund an additional School Administration Officer to support overall school administration.</p>
<p>Literacy and numeracy</p> <p>\$21,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tamworth South 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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$21,000.00</p>	<p>learning and assessment</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: Early intervention and learning support for more students K-6 through teacher small group and one on one support as well as access to online tools and resources to support the teaching of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to use these funds to support the teaching of literacy and numeracy from Kindergarten to Year 6.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tamworth South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Attendance Matters <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of two Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Instructional Leaders working within classes to support teachers to deliver high impact, differentiated lessons that are data informed in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Early Action for Success initiative that funded Instructional Leaders has been discontinued.</p>
<p>QTSS release</p> <p>\$115,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tamworth South 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"> • Building A Connected Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Assistant principals have been released for one day per week allowing them to work closely with their staff as needed. Quality Teaching Rounds have been implemented with more teachers trained in this valuable professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use this funding to support Assistant Principals to provide teacher support and to train additional teaching staff in Quality Teaching Rounds.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$82,000.00</p>	<p>Tamworth South 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"> • Building A Connected Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Students in K-2 requiring additional support in literacy and numeracy have received support within the classroom through the employment of a HUB teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the literacy and numeracy intervention money will be used to support students, K-2, requiring assistance within their classroom.</p>
<p>COVID ILSP</p> <p>\$361,916.00</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"> • Building A Connected Culture • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who have been disadvantaged by the move to remote and were identified as most likely to benefit from additional support. <p>The allocation of this funding has resulted in: Students who were identified as having struggled with remote learning were identified and provided with additional support by teachers and Student Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to support students who have been disadvantaged by the move to remote learning and were identified as most likely to benefit from additional support.</p>
<p>Per capita</p> <p>\$20,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tamworth South 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"> • Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staff and resourcing to support the teaching of numeracy. <p>The allocation of this funding has resulted in: Additional staffing to support the teaching of numeracy for all students who require support. The purchase of hands on resources and online programs allows for ease of differentiation to support the learning of numeracy.</p>

Per capita \$20,000.00	After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to use these funds to support student learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	333	310	277	268
Girls	296	259	248	253

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	90	81.9	89.4
1	92.2	90.2	82.6	88.8
2	92.1	92	84.9	88.8
3	92	90.5	88.2	86.7
4	91.3	89.3	85.8	90.8
5	90.1	89.8	87.8	85.7
6	91.5	87.9	85.4	87
All Years	91.3	89.8	85.2	88.1
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.64
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.76

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,514,526
Revenue	9,116,458
Appropriation	9,065,857
Sale of Goods and Services	6,598
Grants and contributions	42,576
Investment income	1,127
Other revenue	300
Expenses	-9,656,767
Employee related	-8,212,681
Operating expenses	-1,444,085
Surplus / deficit for the year	-540,309
Closing Balance	974,217

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	154,345
Equity Total	1,749,665
Equity - Aboriginal	494,215
Equity - Socio-economic	899,199
Equity - Language	10,022
Equity - Disability	346,228
Base Total	5,584,916
Base - Per Capita	134,721
Base - Location	3,186
Base - Other	5,447,009
Other Total	936,732
Grand Total	8,425,658

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

Due to COVID-19 the number of methods utilised to survey and gain feedback from parents, students and staff was reduced to online surveys and forums. The *Tell Them From Me* (TTFM) surveys are central to the collection of data and provide current data and trends over a number of years. The following data is collected from the TTFM surveys.

Students - The highest score for students is 10. Students surveyed were asked a series of questions with the following results. (State norms are in brackets).

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.7 (7.7)

School staff emphasise academic skills and hold high expectations for all students to succeed 8.1 (8.7)

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback 7.5 (7.5)

I feel proud of my school:

- 52% agreed or strongly agreed
- 25% neither agreed or disagreed

Aboriginal Students

I feel good about my culture:

- 78% agree or strongly agree

My teachers have a good understanding of my culture:

- 73% agree or strongly agree

I feel good about my culture when I am at school:

- 78% agree or strongly agree

These results are based on data from 72 students from years 4-6 who completed the TTFM Student survey.

Teachers - The highest score for teachers is 10. Teachers surveyed were asked a series of questions with the following results. (State norms are in brackets).

Collaborative practice 8.0 (7.8)

Learning Culture 8.0 (8.0)

Data Informs Practice 7.7 (7.8)

Inclusiveness 8.6 (8.2)

Parent Involvement 7.0 (6.8)

These results are based on data from 21 respondents who completed the Teacher Survey.

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

Parents feel welcome 6.7 (7.4)

Parents are informed 6.3 (6.6)

Parents believe the school supports learning 8.3 (7.3)

Parents believe the school is inclusive 7.0 (6.7)

These results are based on data from 8 respondents in this school who completed the online Parent Survey.

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.