

# 2021 Annual Report

## Tamworth High School



8139

## Introduction

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

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

### School contact details

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Tamworth High School

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## School vision

To be recognised as a centre for innovation and excellence; to deliver a dynamic curriculum in a responsive, caring and flexible learning environment.

## School context

Tamworth High School is a comprehensive co-educational high school of approximately 700 students, located in a large regional city. It provides an education for students from a large cross-section of the community, including children from urban and rural environments, and from a wide range of socio-economic backgrounds.

Tamworth High was the original public secondary school established in the city in 1919 and has been located on its current site since 1961. As such, the school enjoys a strong community identity with traditions in academic, sporting, leadership and cultural pursuits.

The school's 2017 Family Occupation and Education Index is 145 indicating that 81% of NSW school communities are more advantaged than the THS school community (FOEI average = 100). The school has a small but steadily increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of approximately 43% who enjoy the support of a strong and proactive Aboriginal Education Team. This team is led by a regionally funded Head Teacher - Learning & Engagement. The school actively supports the local Aboriginal Education Consultative Group and encourages leadership and student voice through an active Junior Aboriginal Education Consultative Group.

The Parents and Citizens Association is actively committed to continued improvements via financial support and in an advisory capacity.

The school conducted a thorough situational analysis process, reviewing a range of school data, which culminated with decisions about the strategic directions for the 2021-2024 Strategic Improvement Plan. We found that the school is in a position to consolidate major strategic strategies that were implemented midway through the 2018-20 school planning cycle. This will provide continuity as we move into the new SIP planning cycle, with minor adjustments made to ensure continued growth in areas of student growth and attainment, enriched learning culture and enhanced leadership.

## 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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

To maximise student learning outcomes in the area of literacy and numeracy as the foundation for academic success, including the further development and refinement of teacher practices that are determined by the learning needs of individual students. Engaging directly with student wellbeing to support learning engagement.

### Initiatives

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

- Literacy & Numeracy
- Student Engagement and Wellbeing

### Resources allocated to this strategic direction

**COVID ILSP:** \$625,932.40

**Socio-economic background:** \$140,000.00

**Integration funding support:** \$216,545.00

**Professional learning:** \$2,000.00

**Low level adjustment for disability:** \$422,000.00

**English language proficiency:** \$20,252.47

**Flexible Funding for Wellbeing Services:** \$90,000.00

**Aboriginal background:** \$217,661.00

**Aboriginal Learning and Engagement Centre:** \$288,000.00

### Summary of progress

There has been an identified increase in all areas of attainment but we have yet to meet the negotiated targets. These targets, set prior to the COVID pandemic, are not indicative of the current educational landscape. We have seen growth in results for Aboriginal students in both reading and numeracy, meeting and exceeding the targets set. Our targeted school attendance plan, headed by a school funded coordinator of Attendance, has driven the improvements across the school. This includes the success of our Phone Intervention Program and attendance incentives. This will continue throughout 2022.

In the areas of Literacy and Numeracy growth is below expectation. This is in part, due to a disconnection with learning spawned from COVID. With HSC results, the provision of early entry to university for most of our students prior to their final exams, has directly impacted their performance in those exams. Students saw little value in exams that would not impact their acceptance into university. Moving forward, we have reinvigorated our use of Quicksmart and are looking to further utilise COVID funding to support in class and withdrawal strategies. A literacy specialist will be working directly with senior students commencing Term 3 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
Improvement in the percentage of <b>students attending</b> school > 90% of the time to be above the base line system negotiated target of 46.4%.	Due to COVID-19 pandemic over the course of 2021 which impacted both the commencement and conclusion of 2021, there was not the improvement in attendance that was expected. The factor of the pandemic on parent confidence in student safety at school has had a significant impact on attendance, both attendance rate and students attending 90%+.
Improvement in the percentage of students achieving <b>expected growth</b> to be above the schools base line system negotiated target in <b>reading</b> of 49.8%	The percentage of students achieving expected growth in reading was 46.34%.
Improvement in the percentage of students achieving <b>expected growth</b> to	The percentage of students achieving expected growth in Numeracy was 51.95%

be above the schools base line system negotiated target in <b>numeracy</b> of 62.1%.	
Improvement in the percentage of students achieving in <b>the top two bands</b> to be above the schools base line system negotiated target in <b>reading</b> of 6.1%.	The percentage of students achieving in the top two bands in reading was 5.22%
Improvement in the percentage of students achieving in <b>the top two bands</b> to be above the schools base line system negotiated target in <b>numeracy</b> of 8.7%	The percentage of students achieving in the top two bands in Numeracy was 4.63%
Improvement in the percentage of students achieving in <b>the top three bands of the HSC</b> to be above the schools base line system negotiated target of 35..7%	The percentage of students achieving in the top three bands in the HSC was 17.01%.
Increase the percentage of <b>Aboriginal students achieving the top three NAPLAN bands</b> to above the schools base line system negotiated target in <b>reading</b> of 21.1%.	The percentage of Aboriginal students achieving the top three NAPLAN bands for Reading was 29%.
Increase the percentage of <b>Aboriginal students achieving the top three NAPLAN bands</b> to above the schools base line system negotiated target in <b>numeracy</b> of 8.9%	The percentage of Aboriginal students achieving the top three bands in Numeracy was 36.35%
Maintain the number of Aboriginal Students in Year 10 in 2021 to achieve the The Higher School Certificate or equivalent (based on 2019-Year 8 student numbers of 42) by 50% by the year 2022 (22 Aboriginal students).	We are still on target to meet the number of Aboriginal students in year 10 2021 as there were 32 students completing year 10.
Proportion of students HSC results in the top two achievement bands to increase from the baseline of 9.0%.	Working toward delivering in HSC results in the top two bands. Student performance currently below target.

## Strategic Direction 2: Enriched Learning Culture

### Purpose

To create a discourse of learning with students to facilitate deeper knowledge and understanding through the ideals of Instructional Leadership, Visible Learning and Formative Assessment. To explore alternative physical environments and curriculum structures with the intention of high impact learning environments.

### 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 Impact Teaching: Instructional Leadership
- High Impact Learning: Visible Learning
- Quality Learning Environment

### Resources allocated to this strategic direction

**Beginning teacher support:** \$44,847.00

**Professional learning:** \$31,038.00

**Location:** \$3,000.00

**Socio-economic background:** \$450,000.00

### Summary of progress

The focus on learning culture has been sustained throughout the year. This has been for both the students and their teachers, providing environmental and instructional structures that support an enhanced quality learning environment. Most successfully, the launch of the Big Picture Academy and the extension of the dynamic flexible learning spaces have reinvigorated our learning culture. Big Picture will launch in 2022, commencing with two advisories. Training of staff will be completed in readiness of this.

The dynamic flexible learning spaces will be extended to every learning space in the school, with specific attention creating a senior space that allows for meaningful engagement with learning during study periods. It will be purpose designed with consultation with the senior student body.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>HIGH IMPACT TEACHING: Instructional Leadership</p> <p>Learning Inventory demonstrates improvement in the use and understanding of Learning Intentions and success Criteria.</p> <p>Continue professional learning in the specialty areas of Visible learning to support teachers as Instructional Leadership</p> <p>Extension of Learning Inventory data collection to incorporate SOLO taxonomy and feedback</p>	<p>The majority of Executive staff have engaged successfully with this level of professional learning. Due to multiple Executive staffing changes across 2021 there are areas that will need to be address in an ongoing manner. ILs developed Observation techniques and protocols based on the AITSL program of observing. HTs were encouraged to use these protocols to develop consistency in faculty observations. All Mentors, HTs and ILs used ongoing protocols to facilitate the observation process including BTs. It was evident that using these protocols provided consistent reporting of observations in the same format in particular these matched the NESA requirements for BTs. HTs have demonstrated a keenness to engage in these workshops and their discussions have exhibited professional dialogue and engagement. HTs engaged in Personal reflection and Staff reflection on Leadership Styles.</p>
<p>HIGH IMPACT LEARNING: Visible Learning</p> <p>Students able to identify the purpose of</p>	<p>This program has seen staff engage with the material and review teaching and programming styles to accommodate this professional learning. Visible Learning - delivered online Corwin NESA accredited 1. Learning Intentions 2. Success Criteria 3. Effective Feedback. 96% of teachers observed. 98%</p>

<p>Learning Intentions and Success Criteria</p> <p>Students engage with success criteria to map their progress through tasks</p>	<p>LI visible either on PP, Lesson Plan, Whiteboard, Worksheets. 98% Success Criteria were visible however when students were asked a low percentage understood what Success Criteria meant. Programs throughout the school are reflecting the use of LISC being embedded in Faculty Programs. It is evident that HTs are encouraging the development of lesson units that reflect LISC. Classroom Observations and Walkthrough data indicate that LISC is becoming embedded into all aspects of teaching and learning. Developing individual teachers as leaders of learning within their classrooms was to be a focus for 2021. Disruptions to the school year have prevented a consistent approach in developing teachers as ILs. Only one Classroom walkthrough program was held in 2021 so the data is inconclusive.</p>
<p><b>QUALITY LEARNING ENVIRONMENT</b></p> <p>Investigation of schools across NSW with Dynamic Learning spaces</p> <p>Liaison with local furniture supply companies to develop site specific designs</p> <p>Identification of 4 test rooms across various spaces throughout the school</p> <p>Initial meeting with Big Picture Education</p> <p>Delivery of model to school staff and community</p> <p>Identification of students for initial 2021 Cohort</p>	<p>Big Picture Education has been successfully established at THS. Staff involved in this initiative have been trained properly by Big Picture Education and the physical environment has been established. The student body has engaged in a positive manner, submitting many applications to fill the two advisories. Students will commence their time in Big Picture Education in 2022. Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards improvement measures. Multiple applications from students is evidence of the engagement from both the parent and student community.</p> <p>The initial furnishings of rooms has seen increased educational engagement of students and a reduction in behaviour management concerns in the classroom.</p>



## Strategic Direction 3: Enhanced Leadership

### Purpose

To foster enhanced leadership at all levels of engagement with staff, students and the community to provide measurable support for growth and development in an evolving professional and academic landscape; including Instructional Leadership, Accreditation, Professional Learning, Student Equity and community engagement.

### Initiatives

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

- Student Leadership
- Teacher Leadership
- Non-Teacher Leadership

### Resources allocated to this strategic direction

**Socio-economic background:** \$3,000.00

**Flexible Funding for Wellbeing Services:** \$2,000.00

**Professional learning:** \$34,000.00

**6100 Rollover:** \$1,000.00

### Summary of progress

Enhanced leadership has been greatly impacted by the restrictions in place to manage the COVID 19 pandemic. With little to no face to face professional development and isolation preventing real community engagement, we have utilised social media and other technologies to try to mitigate the loss of communication and connection. Planned programs outside of this, have been rescheduled to 2022-2023. Changes in staffing have contributed to the delay of some programs, but have been reallocated with a view for implementation 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
<b>STUDENT LEADERSHIP:</b>  Established baseline data for student representation in formal roles  Introduce Leadership In Middle School Program (LiMS) for commencement in Semester 2  Embedded Student Representation policy and procedure validated by Parents and Citizens, senior and Executive, staff and students.	The development of the procedures and program surrounding the LiMS initiative have been developed over the course of 2021, with a view to implement in the 2022 SIP. The refined formal leadership structures have enhanced the capacity of students leaders across the school and provided greater clarity of their role.
<b>NON TEACHER LEADERSHIP:</b>  Election of new P and C executive  increase attendance rate at meetings  improved advertising and catering for meetings  representation on two advisory committees	A new P&C Executive was elected in 2021. There has been a decline in the attendance rate at meetings, in spite of improved advertising and catering for meetings.  Due to the COVID-19 pandemic the planned Term 3 Network SDD was not able to take place. There has been attempts by some staff to engage in networks but have been unable to have true progress in this initiative due to restrictions surround staff visiting other schools. Simone Power (SAM) has been seeking opportunities for SASS to engage in professional development.

<p>engagement with SDD Term 3 regional initiative</p> <p>Establish a local connection with Deputy Principals</p> <p>Planned professional development for SASS</p> <p>Provision of access to technology to SLSO</p>	
<p>TEACHER LEADERSHIP:</p> <p>Ongoing training in the area of Instructional Leadership through a combination of site specific training and Corwin Professional Learning</p> <p>Introduction of Approved Peer Development with clear explanation of purpose and process</p> <p>Accreditation aligned with the Deputy Line Management process</p> <p>Reengagement with the original Professional Learning Community team from 2020 to map the introduction of PLC in 2022</p>	<p>Through the intensive professional development offered by Corwin teachers identify themselves as leaders of learning in the classroom. Due to various factors in 2021, including the COVID-19 pandemic and associated staffing concerns, the Agreed Peer Development Program has been delayed until 2023. There has been growth in the leadership capacity in the majority of Executive leadership in the school, despite various relieving executive roles having to be filled in 2021. The implementation of BTS sparks has been delayed until 2022 when the relieving Executive positions have been finalised.</p> <p>Our Head Teacher PDHPE lead a collaborative team open to the whole school in the view of the structural and curriculum elements of THS, providing recommendations to the Executive and Senior Executive for implementation in 2022.</p> <p>Over the course of 2021 HAT regional programs have not been run by the TQA in Regional Office due to restrictions around professional learning. No THS staff have engaged with higher levels of accreditation. Beginning Teachers have been completing their requirements around accreditation and staff have been successful in completion of 5-year maintenance processes.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$593,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy</li> <li>• Student Leadership</li> <li>• Quality Learning Environment</li> <li>• Student Engagement and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement support programs to support identified students with additional needs</li> <li>• engage with external providers to support student engagement and retention</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased community engagement regarding attendance and the DoE requirements. The establishment of the Big Picture Academy to meet the individual needs of students. The creation of dynamic learning spaces to engage students in collaborative and independent work models. This also included the increase of technologies in the classroom, enhancing teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Extension of the Big Picture Academy. Refinement of the Phone Intervention Program to be targeting Stage 4 and 5 to improve overall attendance and to prevent poor attendance habits from developing. After the success of the initial learning spaces, an extension of this to all learning spaces in the school, including a senior hub and the staff common room to make them centres of learning and engagement.</p>
<p>Aboriginal background</p> <p>\$217,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tamworth High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased engagement with Aboriginal students in learning supports. This</p>

<p>Aboriginal background</p> <p>\$217,661.00</p>	<p>includes a targeted tutoring program for students in Stage 5/6. An improvement in student engagement, reduction in N Awards and improved retention rates indicate additional learning supports are having the desired impact.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Extension of current practice to students in Stage 4 to establish best practice for students as they commence their high school career. Further engagement with AEO and ALEC team to enhance learning with the possible inclusion of teaching of local language.</p>
<p>English language proficiency</p> <p>\$20,252.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring program</li> <li>• Teacher resources support program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> These programs have resulted in the decrease of non completion of tasks for students and an increase in student success in assessment. This has also improved the number of students attaining their HSC credential and seeking alternate pathways.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Extension of support to Stage 5 in the hope that student support in Stage 6 will become less intensive or sustained.</p>
<p>Location</p> <p>\$3,000.00</p>	<p>The location funding allocation is provided to Tamworth High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Teaching: Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased student participation in quality learning experiences. Enhanced learning opportunities through subsidised engagement. Improved access to technology, especially throughout the pandemic, to ensure that every student had access to devices and internet services for at home learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued support of events/activities that enhance our learning opportunities for students.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$92,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Tamworth High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$92,000.00</p>	<ul style="list-style-type: none"> <li>• Student Leadership</li> <li>• Student Engagement and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to provide individual transition preparation support to identified students</li> <li>• employment of Student Support Officer to support vulnerable students</li> <li>• supporting students need via the wellbeing hub</li> <li>• enhanced student leadership structures</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increased student engagement with student equity/voice has promoted greater student ownership over all facets of the school environment. As respected stakeholders in their own learning, students have engaged with the Principal and P and C to voice their opinions/concerns relating to all areas of school life. Activities that have not been able to run due to restrictions will be rescheduled to 2022-23.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Rescheduling of events to 2022-2023. Targeting of specialist personnel to ensure the efficacy of the programs intended for use. There is a need to move beyond systems and processes to a more proactive and engaging focus on student wellbeing. Intervention as opposed to reaction is the ideal, to attempt to avoid or circumvent many of the issues that the students face. Utilisation of the student leadership teams at THS is essential to ensure that these activities are relevant to students and addressing their concerns. Greater evaluation of the Tell Them From Me survey will also be needed to ensure the direction of this strategy.</p>
<p>COVID ILSP</p> <p>\$625,932.40</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in [program]</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100% completion of Minimum standards year 12 2021, Literacy and Numeracy program conducted during Prep for all students, enhanced enrollment procedures for assessment of students..</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Ongoing review of programs to ensure efficacy. The use of targeted personnel and the need for regular evaluation of data in relation to minimum standards. There is also a need to find ways to recognise students who meet their minimum standard to improve the perceived value of this within the learning community. Improvement in the delivery of the Prep Literacy and Numeracy program are needed to increase the ease of delivery and student engagement. Another area for consideration is how the information</p>

<p>COVID ILSP</p> <p>\$625,932.40</p>	<p>from our enhanced enrolment processes is firstly disseminated to staff and secondly, forming part of a greater plan to support students. The utilisation of the school Learning Support Team will be essential for this.</p>
<p>Integration funding support</p> <p>\$216,545.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around the establishment of a targeted behaviour program for Year 8 students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- improved mapping of student progress and dissemination of information to teachers, parents/caregivers and the student</li> <li>- upskilling of teachers in the essential skill of differentiation of teaching and learning materials</li> <li>- targeted professional development to support the creation of a targeted behaviour program for Year 8</li> <li>- specialised care for students with challenging need to support continued engagement and support during periods of isolation and inclusion</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The targeted behaviour class became unnecessary with the successful utilisation of regional resources seeing many of the identified students in alternate educational settings provided with the specialised support they require. The planning and professional learning undertaken in preparation for this program will be shared for future use. Increased efficacy in differentiation of teaching and learning resources has been successful and now needs to be extended to assessment practices, whereby meaningfully modified assessment is available to students with identified needs. A superior level of support of students when not in the school setting has proven to have an undesired impact of delaying the return to school. Finding the right balance of support will be a focus for 2022. Students best learning environment is the classroom and promoting that with students is essential. The employment of staff with specialised skills with neurodiverse students will be prioritised in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$422,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement and Wellbeing</li> <li>• Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$422,000.00</p>	<ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention quiksmart to increase learning outcomes</li> <li>• support for students in - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- greater support for identified students in mainstream classrooms, as well as improved planning completed for students</li> <li>- increased engagement by identified students in mainstream classrooms</li> <li>- improved differentiation by teachers for identified students in mainstream classrooms</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to develop and establish processes to further improve student outcomes.</p> <p>Develop specific neurodiversity strategies to align with an increase in students identifying as ASD.</p> <p>Life skills program overhaul in Stage 5 and 6 to better support and provide for students on this pathway.</p> <p>Career intervention earlier in students academic journey to consolidate learning pathway.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	321	321	314	310
Girls	344	346	368	343

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	84.4	87.4	86.3	80.3
8	84.6	80.3	87.2	73.9
9	79.6	78.8	79.1	75.1
10	79.3	75.2	80.8	67.7
11	71.8	76.8	75.8	68.2
12	88	81.2	88.9	85.2
All Years	81.3	80	82.9	73.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### 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

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	19	0
Employment	15	27	13
TAFE entry	4	7	7
University Entry	0	1	80
Other	5	4	0
Unknown	0	1	0

### Year 12 students undertaking vocational or trade training

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33.33% of Year 12 students at Tamworth High School undertook vocational education and training in 2021.

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

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93.8% of all Year 12 students at Tamworth High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	48.24
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.28
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,223,599
<b>Revenue</b>	13,170,500
Appropriation	12,930,670
Sale of Goods and Services	126,959
Grants and contributions	105,705
Investment income	300
Other revenue	6,866
<b>Expenses</b>	-14,008,553
Employee related	-11,478,840
Operating expenses	-2,529,713
<b>Surplus / deficit for the year</b>	-838,053
<b>Closing Balance</b>	385,547

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	216,545
<b>Equity Total</b>	1,946,439
Equity - Aboriginal	443,246
Equity - Socio-economic	1,060,973
Equity - Language	20,252
Equity - Disability	421,968
<b>Base Total</b>	8,900,339
Base - Per Capita	180,470
Base - Location	2,981
Base - Other	8,716,888
<b>Other Total</b>	1,051,231
<b>Grand Total</b>	12,114,555

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

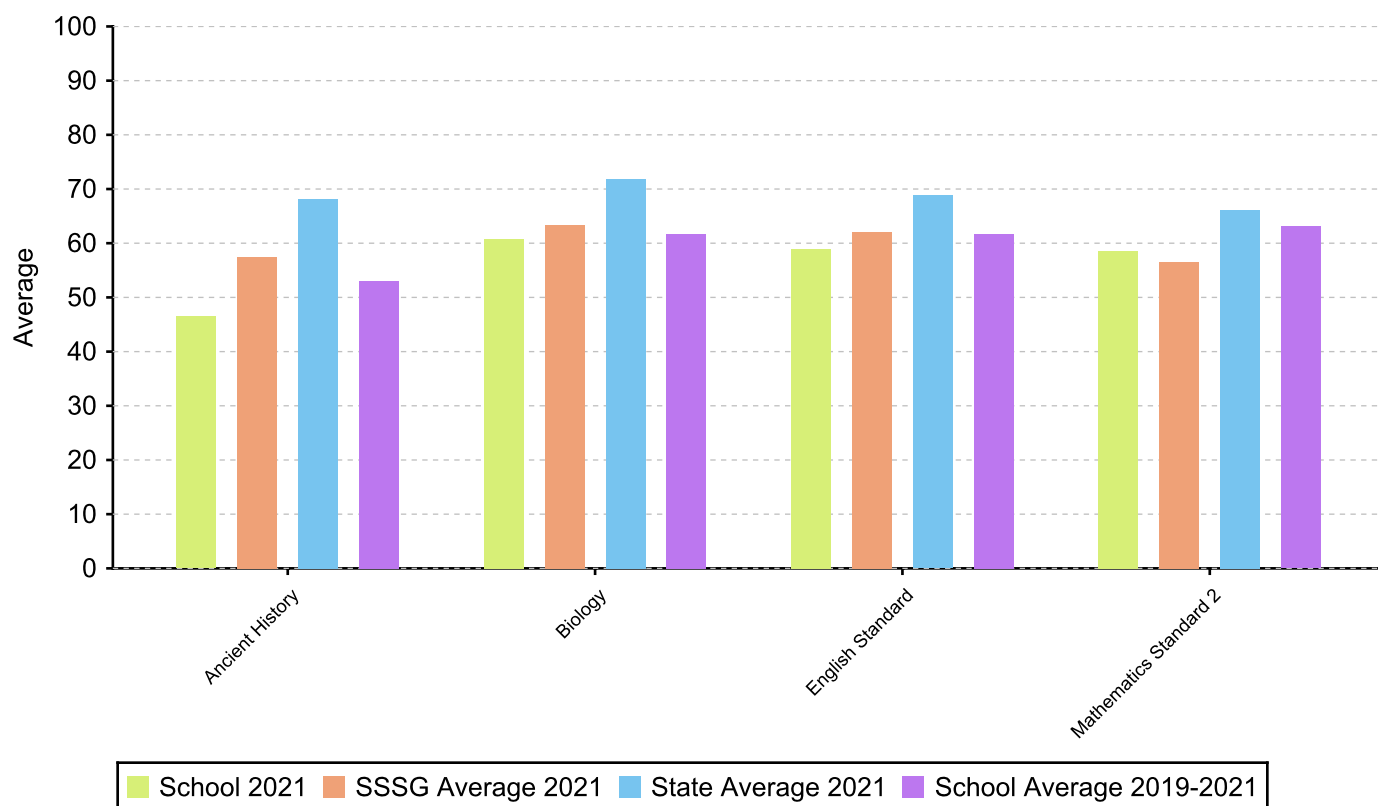
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	46.5	57.5	68.1	53.1
Biology	60.8	63.4	71.9	61.7
English Standard	59.0	62.1	68.8	61.8
Mathematics Standard 2	58.6	56.5	66.1	63.1

## Parent/caregiver, student, teacher satisfaction

In 2021 Tamworth High School completed the Tell Them From Me suite of student satisfaction surveys. The results of all three areas - School Advocacy, Expectations of Success and Sense of Belonging - were positive. The student School Advocacy was at 55% which was similar to state and the SSG. Student Expectations of Success was 65% and was again similar to state and SSG percentages. Finally, student Sense of belonging was below state and above SSG percentages. The favorable results from these surveys is attributed to our Yr 7 to 12 prep Program. This program has been developed over the last three years and addresses high expectations, school culture and sense of belonging. This program is continuing in 2022.

Staff completed surveys around professional learning and school vision, as related to our SIP. Staff indicated that they felt supported in developing their expertise in on-line learning, due to the Covid 19 lock down. However, staff have indicated that they would like more opportunities in leadership and support around career development in the future.

Parents were surveyed around desired communication methods. Parents expressed concerns with the current student management parent portal and the delayed communication due to postage delays. This has led to a review and the implementation of Compass for 2022.. Parents were supportive of the access to this medium and Compass during the trial in late 2021.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.