

2022 Annual Report

Timbumburi Public School



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Introduction

The Annual Report for 2022 is provided to the community of Timbumburi 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

"Where everyone has a chance to shine"

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life for yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn;
- Know syllabus content and how to teach it;
- Create and maintain supportive and safe learning environments;
- Plan for and implement effective teaching and learning;
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents;
- Are always learning, outward looking and progressive, and
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school has a 2022 student population of 154. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. There are no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 being members of the Timbumburi Pupils' Association (TPA).

The school is supported by a principal and ten teachers (both full-time and part-time) which includes three assistant principals, one of which is an Assistant Principal Curriculum and Instruction who works at our school four days a week. Our teachers are supported by one full time school learning support officer (SLSO) and one part time SLSO four days a week. In addition there is a full time school administrative manager and one part time school administrative officer. Our general assistant is at school for one day and three hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a Parents and Citizens association (P&C) and a School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

The school has completed a situational analysis that has identified the school needs to improve its understanding and use of data to drive practices that improve student achievement. The school will be working to use data to better identify students requiring additional assistance, and the form that assistance will take. As a result, strategic directions 2 and 3 will target collaboration, wellbeing and attendance.

The school will work on developing a consistent set of assessment and data collection practices K-6 that will help provide consistency of judgement within this school and across other schools we may work with.

Through our National Assessment Program Literacy and Numeracy (NAPLAN) analysis the school has identified system negotiated targets in Reading and Numeracy. The school will be working on monitoring student performance in the attainment of those goals, developing and maintaining whole school processes for collecting and analysing student data.

This will embed evidence-informed teaching strategies across the school.

A number of surveys have identified the need for further collaboration at a school level among teaching staff. Staff have appreciated the opportunities that arise for informal collaboration but felt the need for a formalised process that allowed time to reflect, plan, develop shared assessment tasks and analyse the information gained through these processes. This collaborative practice will be expanded to develop and maintain links with schools in our immediate area.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our aim is to maximise student learning outcomes for every student in Reading and Numeracy and build a foundation of academic success across curriculum areas.

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.

- A Focus on Reading
- High Achievement in Numeracy

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Location: \$5,000.00

Aboriginal background: \$15,864.79

Low level adjustment for disability: \$61,391.13

Socio-economic background: \$30,359.51

Summary of progress

Grades 3-6 have utilised reading groups as a strategy to increase reading comprehension. A variety of quality texts were selected using the department's checklist for selecting quality texts. Classroom teacher programs indicate that all teachers have placed an emphasis on improving comprehension through levelled reading groups which allow for small group discussions. Teachers have the opportunity to hear every student read and assess their level of comprehension. Teacher observation has indicated a high level of engagement and improved levels of comprehension. Check in data indicated that in all grade from 3-6, students scored well above the state average for comprehension. It is hoped that the NAPLAN 2023 results will validate these observations.

Seven Steps to Writing Success continues to be implemented in all 3-6 classes. Check-in data indicates that as a cohort, students are achieving just above the state average. It is uncertain as to whether 2023 NAPLAN data for Year 5 will show expected growth due to the writing being online and the reliance on typing skills.

Learning and Support teachers met twice a term as a team to discuss the progress of students and to identify areas of need. They also met an additional 2 times a term with the whole school staff to continuously identify new students in need of support and to discuss the progress of all students.

In-class support was provided where classroom teachers indicated there was a need. Often students were withdrawn to work in small groups in order to support and focus on their specific literacy needs. MiniLit and MultiLit programs indicated strong student growth. This data-based evidence (WARP & WARL) is uploaded to the school's google drive in order for all classroom teachers to be able to access the data and compare it to in-class data.

During staff meeting time, staff were introduced to how the learning progressions could help identify student achievement. Staff will now plot the student growth of a select six students on the literacy progressions to identify student growth and to map future learning in the area of student comprehension.

It is anticipated that the NAPLAN results of 2023 will support the in-class teacher observations that both in-class and external support have helped to improve student results.

All K-2 staff have been trained in Initialit and feel confident in implementing it in the classroom. The outcomes of Initialit align with the introduction of the new K-2 English syllabus and therefore will continue to be implemented in all K-2 classrooms. Initialit outcomes support the K-2 syllabus and its emphasis on synthetic phonics. It has become an embedded part of the K-2 literacy blocks and will continue to be implemented in 2023. Most students are making progress and those that need extra support are receiving small group support from the Learning and Support teacher.

End of year Quicksmart data indicates that all students have made improvements in both response times and accuracy rates. Quicksmart has been successfully implemented and will continued to be used to support low average students. Students have indicated high levels of engagement during QuickSmart lessons. Consequently, QuickSmart will continue to be implemented in 2023 as funding allows.

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>NUMERACY: Improvement in the percentage of students achieving in the top two NAPLAN bands in Numeracy to be at the school's lower bound system negotiated target of 37.9%.</p>	<p>26.09% of students achieved within the top two bands in numeracy. This is below the lower bound target of 37.90%.</p>
<p>READING: Improvement in the percentage of students achieving in the top two NAPLAN bands in Reading to be at the school's lower bound system negotiated target of 45.5%.</p>	<p>47.83% of students achieved in the top two bands of reading, which is above the lower bound target of 45.50%.</p>
<p>NUMERACY: All students in Years 3 and 5 show improvement towards our lower bound system negotiated target of 65% in expected growth for NAPLAN Numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data owing to the 2020 cancellation of NAPLAN.</p>
<p>READING: All students in Years 3 and 5 show improvement towards our lower bound system-negotiated target of 73.4% in expected growth for NAPLAN Reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Collaboration

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes that ensure that all staff are collaborating effectively to embed data-driven evidence-based teaching practices.

Initiatives

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

- Working Together To Drive Student Learning
- Data to Analyse Success

Resources allocated to this strategic direction

QTSS release: \$27,121.36

Summary of progress

The evidence showed that collaborative work was difficult in the beginning of the year due to staff shortages and Covid challenges. In Semester Two we have developed an approach to implement collaboration at the end of Term 3 and in Term Four. We have been able to implement collaborative planning time which has been regarded by staff as a great success. This was started in Term 3 and continued in Term 4. Staff found the ability to plan together, assess together and program assessment tasks together to be highly beneficial. Staff were able to create a continuum of learning between years as they worked in stage groups. This has been very beneficial with the implementation of InitialIt across Stage 1 classes.

We will be constantly monitoring the effectiveness of this collaboration schedule in the hope that it will have a positive impact on student learning. A shortage of casual teachers may make this challenging as well as the school budget. However, we hope to utilise development days to ease this burden.

We had originally planned to hold these days once per term but with the challenges of Covid we had to reduce the days to just two in 2022, however we hope to provide more opportunity leading into 2023.

It has been heartening to see consistency across teaching programs as well as consistency across the school with the introduction of the InitialIt program which also feeds into learning support programs with the use of MultiLit & MiniLit.

To move towards achieving our progress measure we need to continue to monitor the effectiveness of this process through evaluation and reflection. It is anticipated that we will continue collaboration days into 2023. The school mean of 8.4 in the area of collaboration shows that staff are aware of the collaboration activities happening in the school and with scores of 9.0, 9.0 & 9.8 respectively staff are talking with other teachers about student learning; sharing lesson plans and materials and discussing learning problems of their students with other teachers.

Collaboration has improved significantly this year and we are confident that this will be a key driver of student success leading in to 2023.

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
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes.	Teachers worked together on days set aside for collaboration. They planned and prepared units of work. They employed consistent teacher judgement when marking work to ensure consistency in reporting and to identify strengths and weaknesses.
Improved three year average TTFM survey data in the Collaboration driver of student learning from 7.4 towards 7.6.	Collaboration increased to 8.4. This is an increase from 7.2 in 2021 and is 0.6 above the average of 7.8 which is the NSW government norm.

Strategic Direction 3: Student Wellbeing

Purpose

To ensure that all of our students are able to connect with and succeed at school there will be a planned approach to developing whole school processes that supports high levels of wellbeing and engagement for all members of the school community.

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.

- Supporting Students to Reach their Potential
- Being at School Matters

Resources allocated to this strategic direction

Location: \$21,270.03

Summary of progress

After reflecting on the well being of staff, students and the community it is clear Timbumburi delivers a comprehensive program that engages and values the stake holders.

Over the year we have refined and updated our behaviour management systems. Through this process, staff have ensured that students are explicitly taught our behavioural expectations and we have reviewed these in a variety of ways. Year 6 students have been empowered through this process and have taken on a leadership role, mentoring younger students through delivering behaviour lessons. After reviewing this process it became evident that students would benefit from learning through an alternate method, so Year 6 students have created short films to demonstrate the behaviour expectations across different areas of the school. These have been shared with our wider school community. This has also allowed us to make deeper connections with the community and ensure meaning is clear across all families.

The Tell Them From Me Survey demonstrated the deep connection and positive attitude students have towards learning. The school average for students was above the state norm in all classes in almost every domain. Students answered that they behave positively at school at over 90%, this was significantly above the state average. Students that believed they have been victims of bullying was also significantly lower than the state average. These excellent results have solidified our belief that Timbumburi caters for a variety of needs and ensures all students enjoy their school experience.

After reviewing our processes and annual attendance data we are pleased with our progress. We have an annual attendance of 89%. Given the challenges of COVID and related sickness this is an acceptable result. Timbumburi students are attending more regularly than both state and similar school averages. An on going focus for us in 2023 will be introducing improved processes surrounding low attending students. This will be a discussion during our Term 4 staff development day. We will target students that have an attendance lower than 90% for their current term and attempt to make contact with families sooner, before attendance becomes a serious concern.

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 percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target 89%.	In 2022, the percentage of students attending more than 90% of the time was 57.28%. There were a significant number of COVID-induced absences over the year, making this target difficult to meet. We have an annual attendance of 89%. Given the challenges of COVID and related sickness we believe this is a reasonable result.
The school plans for and monitors a whole-of-school approach to student wellbeing and engagement.	The TTFM Survey provided positive data and indicated that over 90% of our students believe they behave positively at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,072.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Timbumburi 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have additional learning needs. <p>The allocation of this funding has resulted in the following impact: Students receiving funding through Integration Funding Support are supported to access the curriculum successfully as well as participate fully in extra-curricular activities. There are supports in place in the playground and during less structured time at school to ensure that students feel supported and are able to make the most of their time interacting with others.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to receive the most appropriate support for their circumstances, whether it be educational, social or safety related. Targeted programs to differentiate teaching and learning programs will be in place and social programs in the playground will continue to be implemented.</p>
<p>Professional learning</p> <p>\$20,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Timbumburi 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"> • A Focus on Reading • High Achievement in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release staff to work with the APC&I to contextualise English units based on the new K-2 syllabus and develop a scope and sequence for K-2 in English and Mathematics. • K-2 staff released to participate in Department of Education professional learning around the new K-2 syllabus documents for English and Mathematics. • Staff in Years 3 - 6 provided with opportunity to unpack evidence-based approaches to teaching reading and writing. <p>The allocation of this funding has resulted in the following impact: A significant number of contextual English units have been written and trialled by teachers and Assistant Principal Curriculum and Instruction (APC&I) for use in K-2 classrooms. Scope and sequences for K-2 prepared and ready to be implemented for 2023. Teachers in Years 3 - 6 have undertaken professional development around writing and are well-equipped to begin working with the new English and Mathematics syllabus. Teachers are equipped to develop rubrics to assess student learning and drive teaching. This is particularly evident in Stage 3.</p> <p>After evaluation, the next steps to support our students will be: In 2023 professional learning funds will be utilised to release classroom teachers to work with the Assistant Principal Curriculum and Instruction (APC&I) to design targeted teaching and learning and to enhance familiarisation and implementation of the new English and Mathematics</p>

Professional learning \$20,000.00	syllabuses.
Socio-economic background \$30,359.51	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Timbumburi 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"> • A Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff employed to support literacy and numeracy program implementation. • additional staff employed to implement programs to support identified students with additional needs. • providing students without economic support for educational materials, uniform, equipment and other items. • supplementation of extra-curricular activities when required. <p>The allocation of this funding has resulted in the following impact: Supplementation of extra-curricular activities has resulted in all students being given the opportunity to develop their physical, social, emotional and creative strengths. Additional staff were used to provide ongoing and systemic learning support to identified students, enabling them to access a differentiated curriculum which catered for their individual needs. Learning groups were smaller and designed to cater for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support students in a range of ways that help them take part in all school activities, providing them with a rounded educational opportunity. The school will again employ support staff to provide learning support to increase the number of students who are able to access these opportunities.</p>
Aboriginal background \$15,864.79	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Timbumburi 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"> • A Focus on Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Years 3, 4 and 5 Aboriginal students demonstrated reading and numeracy Check In and NAPLAN results above that of the rest of the state and similar school groups, but a warning must be given for very small student numbers. Year 6 Aboriginal students were stronger in areas of reading than numeracy, reflecting a similar result to that of all other students in Years 3 - 6. 72% of Aboriginal students indicate that they agree or strongly agree that they feel good about their culture when at school. 29% indicate that they neither agree nor disagree with that statement. No students disagree.</p>

<p>Aboriginal background</p> <p>\$15,864.79</p>	<p>After evaluation, the next steps to support our students will be: The school will continue to support Aboriginal students in their learning by ensuring access to relevant learning programs. The school will continue to ensure staff are able to access cultural awareness training. The school will continue to support our Aboriginal students to work with staff to ensure the learning goals in the Personalised Learning Plans are realised..</p>
<p>Low level adjustment for disability</p> <p>\$61,391.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Timbumburi 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"> • A Focus on Reading <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • targeted students are provided with an evidence-based intervention (Quicksmart Maths, MiniLit, MultiLit and MacLit) to increase learning outcomes. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The employment of additional staff has allowed Timbumburi Public to maintain the already high level of student engagement in learning support. The school is running individual and small group targeted support provided by two SLSOs and two teachers each morning session until midday. The school has maintained support 4 days per week. The school's NAPLAN results were strong in Year 3 in all areas and above the state and similar school groups. In Year 5 NAPLAN results were at or above the state average for all areas except numeracy.</p> <p>After evaluation, the next steps to support our students will be: After evaluation the school will continue to support as many students as possible K-6 using a range of programs including differentiated support for individual students which include speech, wellbeing and social skills programs. An additional staff member will be trained in MultiLit to facilitate a more robust measure of support.</p>
<p>Location</p> <p>\$26,270.03</p>	<p>The location funding allocation is provided to Timbumburi 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"> • A Focus on Reading • Supporting Students to Reach their Potential <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all students being able to attend incursions and excursion so they can be provided with real-life learning opportunities associated with a range of curriculum areas. Students have had increased access to technology which in turn improves their participation in a range of digital learning opportunities.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Location</p> <p>\$26,270.03</p>	<p>The school will continue to support students to access opportunities that help overcome isolation and broaden educational opportunities for all.</p>
<p>QTSS release</p> <p>\$27,121.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Timbumburi 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"> • Working Together To Drive Student Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: All teachers have been provided with the time to engage in collaborative activities around designing units of work and joint assessments. It has allowed staff to access high impact professional learning and successfully embed these practices in their classrooms. Professional learning was delivered in a timely and effective way. A storage platform for resources and information has been developed and is accessed by all staff. Units of work have been developed, including a scope and sequence for the new syllabus documents.</p> <p>After evaluation, the next steps to support our students will be: The next steps will be ensuring Stage 2 and 3 are supported to fully engage with the new English and Mathematics syllabus documents. All staff will continue to have time working in a collaborative collegial model with the support of the APC&I, developing their knowledge of high impact teaching strategies. The system for retention of student results will be changed to allow greater visibility for all staff and ease of access and interpretation. Staff will deepen their knowledge of the Universal Resource Hub.</p>
<p>COVID ILSP</p> <p>\$77,880.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy and numeracy • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: The MacqLit and MultiLit programs continue to be well-implemented. Assessments show improvement in fluency, reading accuracy, spelling confidence and ability to self correct. The QuickSmart program continued to be implemented and another teacher received training in the program. Numeracy groups showed improvement in additive strategies, multiplicative strategies and mental computation. All student that participated in the COVID ILSP small group tuition program showed growth.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP will continue in a reduced format in 2023 due to reduced</p>

<p>COVID ILSP</p> <p>\$77,880.00</p>	<p>funding. The school will continue to target students at risk of falling behind in literacy and numeracy but will work with them for a reduced number of days. The Learning Support team will meet at the start of Term 1 2023 to determine placement. Regular meetings will evaluate student progress and determine who remains on the program during the year.</p>
<p>AP Curriculum & Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I assisting K-2 staff with the Accelerated Adopter program K-2. • APC&I assisting K-2 staff with familiarisation with new English and Mathematics syllabus documents. • APC&I developing contextual units of work in English and Mathematics for use in the K-2 setting. • Assessment schedule revised by APC&I with input from staff. <p>The allocation of this funding has resulted in the following impact: Scope and sequences for the English and Mathematics syllabuses have been developed for Early Stage 1 and Stage 1. The APC&I has led professional learning K-2, highlighting opportunities to undertake high impact and meaningful courses. A new assessment schedule has been completed that has been trialled and found to be more successful than the previous document. The APC&I has successfully led teaching and learning in the school.</p> <p>After evaluation, the next steps to support our students will be: To continue to drive engagement with teachers in Years 3 to 6 in regard to the new syllabus documents. The APC&I will continue to streamline data collection processes and show how data can be analysed to assist with learning. They will work with all staff to help provide an environment of continual improvement, supporting staff in understanding and familiarising themselves with departmental units of work as they are released.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	93	78	75	80
Girls	79	76	72	74

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	95.1	93.5	88.8
1	95.1	94.8	92.6	86.8
2	95.1	95.3	95.4	88.3
3	93.9	94.5	93.5	91.9
4	97.0	94.1	93.2	90.5
5	93.0	95.5	92.4	91.0
6	94.4	93.9	92.2	89.0
All Years	94.7	94.7	93.3	89.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.8
Classroom Teacher(s)	5.83
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	212,579
Revenue	1,983,602
Appropriation	1,890,685
Sale of Goods and Services	2,077
Grants and contributions	89,163
Investment income	1,677
Expenses	-1,994,910
Employee related	-1,706,903
Operating expenses	-288,007
Surplus / deficit for the year	-11,308
Closing Balance	201,271

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.

	2022 SBAR Adjustments (\$)
Targeted Total	17,625
Equity Total	107,616
Equity - Aboriginal	15,865
Equity - Socio-economic	30,360
Equity - Language	0
Equity - Disability	61,392
Base Total	1,475,481
Base - Per Capita	37,144
Base - Location	26,270
Base - Other	1,412,067
Other Total	185,011
Grand Total	1,785,732

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

In 2022 the results from the Tell Them From Me parent survey indicated that the school is performing well above the NSW government school norm in all areas.

- Parents feel welcome at Timbumburi. The Timbumburi school mean is 9.1 which is above the NSW Government norm of 7.4.
- Parents feel informed at Timbumburi. The Timbumburi school mean is 8.4 which is above the NSW Government norm of 6.6.
- Parents believe the school supports positive behaviour. The Timbumburi school mean is 9.3 which is above the NSW Government mean of 7.7.
- Parents believe their child is safe at school. The Timbumburi school mean is 8.5, which is above the NSW Government norm.

In 2022, the results from the Tell Them From Me student survey indicated that students generally feel a positive sense of engagement at school.

- 97% of students believe they demonstrate positive behaviour at school, which is above the NSW Government norm.
- Only 13% of students say they have experienced bullying, which is significantly lower than the NSW Government norm.
- The majority of students at Timbumburi believe they have someone at school who consistently provides encouragement, can be turned to advice and hold high expectations for all students to succeed.

In 2022 staff results in the Tell Them From Me survey indicated that teachers believe the school is performing above the NSW Government mean in the areas measured.

- The area of collaboration is an area of improvement, with a staff score of 8.4 which is above the NSW Government mean of 7.8.
- Staff are becoming more familiar with using data to inform practice, with a staff score of 8.2 which is above the NSW Government norm of 7.8
- Inclusivity is rated highly, with a staff score of 8.9, which is higher than the NSW Government norm of 8.2.

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.