2022 Annual Report

Tallimba Public School

3153

Introduction

The Annual Report for 2022 is provided to the community of Tallimba Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Tallimba Public School we work in partnership with students, staff, parents and the community, through a high expectations culture where we understand that together we are focused on, and responsible for, supporting the learning and lifelong success of every student.

We promote an inclusive and collaborative culture where each student is known, valued and cared for, maximising the achievements of every student. High expectation relationships ensure every student is engaged, challenged and given every opportunity to develop their individual gifts, talents and interests while striving for their personal best, enabling them to become responsible, respectful citizens.

Tallimba is a little school achieving big things with aspirations to be the first choice of primary education for the Tallimba region, the envy of the district and a model of a successful small school.

School context

Tallimba Public School is found on the lands of the Wiradjuri people and is located in the Central West of New South Wales, 132 kilometres from Griffith's regional centre. Tallimba has a population of fewer than 20 residents and is located 33 kilometres south-west of West Wyalong.

In 2022, 10 students were enrolled, none of whom identify as Aboriginal and Torres Strait Islander. Students enrolments are drawn from the village of Tallimba and the surrounding farming area and are taught in multi-stage classes.

Students come from a diverse range of socio-economic backgrounds, with the student population of the school influenced by local employment opportunities, availability of housing and other services within the local area. The school has a committed staff, a supportive P&C Association and a local community that work together to provide rich learning opportunities and excellent resources for all students.

The school is an active member of the Rural Innovative Educator's Network, a small school collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher capacity and outcomes for all students. A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Tallimba Public School continued to partner with community groups to provide students and parents with successful transition programs from pre-school to Kindergarten and Year 6 to High School. Each Thursday, Year 6 children participate in the Middle School program at West Wyalong High School.

Through a situational analysis, the school identified student growth and attainment, high impact teaching practice and a high expectation culture as future directions. Tallimba Public School will target these three strategic directions systematically. Initiatives will be planned, monitored and evaluated to support student learning, ensuring students are reaching their potential and achieving their goals. These include:

- Data-informed personalised learning
- High impact teaching practice
- Partnerships for success

Tallimba Public School enjoys strong positive relationships with parents and the wider community. The school has co-developed Positive Behaviour for Learning values that drive school culture and is reflected in the school's motto *'be a good citizen'.* Co-developed values of respect, responsibility and citizenship form the basis of a safe, happy and supportive learning environment and promote equity and excellence. Individualised learning ensures students connect, succeed and thrive as lifelong learners.

Tallimba Public School 3153 (2022)

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure every student maximises their learning potential and improves every year in reading and numeracy, staff will use data-driven, evidence-based practices to personalise learning.

Initiatives

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

- Data Informed Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: $13,724.36
Low level adjustment for disability: $30,832.95
Location: $13,489.42
Per capita: $5,811.64
Operational Funding Teacher Principal Relief: $15,510.00
Professional learning: $8,003.74
QTSS release: $2,076.00

Summary of progress

In 2022, staff collaboration sessions called Keep Calm and Collaborate were a focus for school improvement. This collaborative approach centred on data-informed practice, visible learning, collaborative inquiry and Goal, Reality Opportunities and Way forward (GROW) observations. A check-in system was used within Keep Calm and Collaborate to identify the impact of professional learning, sustain quality teaching practice and ensure accountability. As part of this initiative, a five-week cycle focused on professional learning was implemented into the classroom context and monitored throughout each teaching and learning cycle.

At the commencement of the five-week cycle, teachers were engaged in cycles of professional Learning, data walls were established as a reference point for baseline data and classroom teachers monitored student improvement, making observations and necessary adjustments to teaching practice as needed. Using a gradual release model, data was co-constructed over a period of time using an Excel spreadsheet, inputting NAPLAN, Check-in Assessment and short assessment granular data. This data was analysed at the commencement of the five-week teaching cycle. All teaching staff explored hyperlinks in the spreadsheet that linked to the Universal Hub Resources, teaching strategies and Digital Learning Selector. A leadership approach was applied to trialling evidence-based teaching strategies in the classroom using the Learn, Do, Reflect cycle. Structured lessons were implemented within literacy and numeracy, as well as other learning areas. A lesson was modelled, identifying a problem of practice; for example, students limited understanding of the link between multiplication and division. Teachers individually and collaboratively reflected on lessons. Classroom teachers prepared lessons as part of GROW observation using the Learn, Do, Reflect template. Insightful observations were made regarding where students were at and where to next in their learning. This has become an ongoing cycle of teaching and learning, using formative and summative assessment practices to guide explicit teacher instruction. Barriers to this initiative were trying to implement a broad range of activities over a short period of time and not developing a deep enough understanding. In addition, a well-developed structure of routines and closer monitoring of teaching practice in the classroom are future areas for direction.

Tallimba Public School staff have witnessed a shift in teaching and learning as a result of this initiative. For example, in the focus area of vocabulary, one teacher noted that: *"Students are now using an increased range of vocabulary across settings, especially in the playground. More explicit focus is on unknown words from texts, conversations and in writing to make sure they have a deep understanding of the word."* As a component of GROW reflection processes, a teacher used the feedback provided to identify the way forward as a focus on *What does a remainder mean? What does it look like?* The link was made to the data wall which was a strengthening of the school's practices.

Next year, in this initiative, Tallimba Public School staff will regularly review existing evidence base practices and implement new ones because these best practices, as outlined in the research-informed paper 'What Works Best', drive student improvement. The data that has been reviewed has provided insight into what the school's limitations are, noting the importance of well-structured processes for monitoring data, the implications of data on teaching practice and adjustments, as well as the need for learning walks and talks. In 2023, the Keep Calm and Collaborate model will focus on areas driven by the Literacy data in fluency, audience and purpose and comprehension, as well as in Numeracy data in number place value, measurement, mathematical reasoning and working mathematically.

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 students in the West Wyalong Network small school cohort group achieving in the top two bands in NAPLAN, to be at least above the system negotiated target of 30% in numeracy.	In 2022, the West Wyalong small cohort network lower bound Primary Numeracy target of 30% was not achieved, falling short of the baseline of 24.5% by 3.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students in the West Wyalong Network small school cohort group achieving in the top two bands in NAPLAN, to be at least above the system negotiated target of 35% in reading	In 2022, the West Wyalong small cohort network lower bound Primary Reading target of 35% was not achieved, falling short of the baseline of 28.5% by 2.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
School assessment in the School Excellence Framework (SEF) shows improvement from *Delivering* towards *Sustaining and Growing* in the following themes; • Data use in teaching • Individual learning needs • Assessment	This target has been met. Measured against the School Excellence Framework, Tallimba Public School achieved Sustaining and Growing for the themes of 'Data use in teaching', 'Formative Assessment' and 'Summative Assessment'. In the theme of 'Individual Learning Needs' the school judged achievement as Excelling.

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure every student achieves growth in their learning, staff will use high impact, collaborative teaching strategies.

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 Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: $30,114.20
Beginning teacher support: $15,217.00
QTSS release: $2,291.00
Operational Funding Teacher Principal Relief: $9,156.00
Professional learning: $969.00

Summary of progress

Staff have completed up to Module 7 of Lyn Sharratt's Clarity Learning Suite, which is a professional learning suite of what matters most in teaching, learning and leading. During 2022, teachers focused on areas relating to knowing the data of our student learners and utilisiing it in collaborative inquiry to determine next steps. From the learning so far, within the classroom, teachers are concentrating on learning intentions, success criteria and personalised learning goals. Student results have been triangulated from NAPLAN, Check-in Assessments, short assessments and Essential Assessment are are recorded on data walls and inform the basis of collaborative teacher discussions. Professional learning days offered time for teachers to work in a collaborative inquiry approach, providing an opportunity to share data, update data walls and implement new learning from the Clarity Learning Suite as it unfolded.

Keep Calm and Collaborate (as discussed in Strategic Direction 1 of this Annual Report) was the structure applied to look more deeply into the Clarity Learning Suite focus areas. All teachers have an open-to-learning, collaborative stance. A collaborative inquiry process that reflects students' data needs has been established. Teachers and leaders have made connections between the research and school improvement work and are committed to using data to personalise their practice.

Next year, Tallimba Public School teachers will use the five key questions learnt in the Clarity professional development to inquire into practice and participate in learning walks and talks to strengthen pedagogy. Processes will be developed and implemented for the whole school that are robust and reflect the needs of students. A key to effective teaching practice and student improvement will depend upon leaders, teachers and students being able to articulate what they are teaching and learning, and why. This will become a focus for discussion at regular intervals of literacy and numeracy cycles.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students achieving at or above expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
School assessment in the School	This target has been met. Measured against the School Excellence

Excellence Framework (SEF) shows improvement from *Delivering* towards *Sustaining and Growing* in the following themes:	Framework, Tallimba Public School judged the themes of 'High Expectations', 'Explicit Teaching', 'Formative Assessment' and 'Summative Assessment' as Sustaining and Growing.
- High expectations	
- Explicit teaching	
- Assessment	

Strategic Direction 3: High expectations culture

Purpose

In order to ensure the educational and wellbeing aspirations of all students, the school and community will partner together to strengthen a culture of high expectations.

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.

- Partnerships for Success

Resources allocated to this strategic direction

Operational Funding Teacher Principal Relief: $11,804.00

Summary of progress

Attendance records for 2022 showed a decrease in students attending school more than 90% of the time. This was a period when illness in the community was spreading and messaging from school for families was clear in encouraging parents to keep children at home when unwell. Although the number of days when students were away was higher than expected for the year, these absences were all explained. Communication between families and school occurred frequently and classroom teachers continued the routine of ringing parents if students were away for more than two days.

The Positive Behaviour for Learning program has evolved with the addition of a levelled whole school reward system, two star students of the week, new signage and an increase in awareness and actions towards meeting agreed school expectations. Expectations of Respect, Responsibility and Citizenship were a fortnightly focus shared in the newsletters as a way to inform families and the community. A Positive Behaviour for Learning student team allowed students to have a voice in monitoring and decision making around behaviour and wellbeing at school. To engage students further in considering their social and emotional learning, a wellbeing plan was developed that merged Positive Behaviour for Learning, Smiling Minds and Energisers that incorporated fitness and feelings in a schedule for all staff and students across the school. The school has a positive recognition system regularly communicated at student assemblies to recognise positive behaviour, commitment of learning, representation and attendance.

The Chief Education Officer of the West Wyalong Local Aboriginal Land Council visited the school three times in 2022. During these visits, students participated in sessions covering topics such as language, bush tucker and cultural awareness. This is a valued partnership that includes consultation that enhances staff and student understanding of Aboriginal culture. NAIDOC Day was celebrated by all students at Lake Cargelligo with many other local schools. This event gave students opportunities to connect with their local peers, learning about the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Staff completed professional learning in regards to cultural awareness titled Aboriginal Cultural Education - Let's take the first step together.

Next year, continued clear and frequent messaging to students and families regarding attendance will be a focus. Staff meetings will allow time for reviewing attendance rates and certificates of acknowledgment will be presented each semester. With the purchase of Sentral, a student database and management system, attendance will be monitored in a new way including the use of a parent app. The school has a flowchart for procedures to do with attendance that will be reviewed and updated. Positive Behaviour for Learning will continue in 2023. Kindergarten students, as well as any other new students or staff members, will be informed of the program and rewards will be negotiated with students. Behaviour monitoring through Positive Behaviour for Learning could be added to Sentral. Tallimba Public School's connection with the West Wyalong Local Aboriginal Land Council will continue and the school will name classrooms with Aboriginal language words and include a new art piece from a local artist. In 2023, the school will investigate additional Aboriginal Education professional learning opportunities.

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

Attendance Increase the percentage of students attending school more than 90% of the time to be trending towards the system-negotiated target of 70%.	The number of students attending school 90% of the time or more has decreased, sitting at 89.5%.
Wellbeing The school will maintain and grow levels of wellbeing in the areas of advocacy, sense of belonging and high expectations for success..	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures of sense of belonging, high expectations and advocacy.
School assessment in the School Excellence Framework (SEF) shows improvement from *Delivering* towards *Sustaining and Growing* in the following themes: • A planned approach to wellbeing • Individual learning needs • High expectations	This target has been met. Measured against the School Excellence Framework, Tallimba Public School judged the themes of 'A planned approach to wellbeing' and 'High expectations culture' as Sustaining and Growing and Excelling for 'Individual learning needs'.

Funding sources	Impact achieved this year
Socio-economic background $13,724.36	Socio-economic background equity loading is used to meet the additional learning needs of students at Tallimba Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of an additional teacher to support student learning intervention programs. **The allocation of this funding has resulted in the following impact:** Students were provided with increased personalised learning opportunities to improve learning outcomes through the provision of an additional teacher to reduce class sizes and provide targeted teaching. The Centre for Effective Reading program was facilitated by a School Learning Support Officer. All students demonstrated progress towards their personalised learning goals. All Personal Learning Plans were regularly reviewed, updated and responsive to student learning needs ensuring students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** Expanding the personalised learning goal process to include a digital evidence bank including pieces chosen by students and teachers indicating progress toward or achievement of goals within the five week teaching and learning cycle. Students have an active role in assessing their progress.
Low level adjustment for disability $30,832.95	Low level adjustment for disability equity loading provides support for students at Tallimba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management model. • targeted students are provided with an evidence-based intervention program to increase learning outcomes. **The allocation of this funding has resulted in the following impact:** The Learning and Support Teacher along with the School Learning Support Officers provided additional learning support. Intervention programs were on an individual or small group basis across the school setting. Classroom teachers ensured Individual Learning plans were developed and implemented for targeted students to address individual needs. External agencies were sourced to address individual needs. **After evaluation, the next steps to support our students will be:** To continue targeted intervention programs and student learning by maintaining staff at the current level. Regularly analyse data using a case management approach and make adjustments to student learning programs as required. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Location	The location funding allocation is provided to Tallimba Public School to address school needs associated with remoteness and/or isolation.

$13,489.42	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Personalised Learning **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Increased opportunities for students. **After evaluation, the next steps to support our students will be:** To continue to collaborate with the small school Rural Innovative Educators Network to bring our students together to overcome isolation. Increase the staff and student use of technology within the classroom.
Professional learning $8,972.74	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 Tallimba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Personalised Learning • High Impact Teaching Practice **Overview of activities partially or fully funded with this initiative funding include:** • All staff met with the Principal to create, discuss and reflect upon their Performance Development Plans. • Casual teachers were employed to release teachers for lesson observations and collaborative meetings allowing teachers to participate in data analysis conversations that underpinned explicit teaching in identified areas of student need. • Professional development of staff through Lyn Sharratt's Clarity Learning Suite focusing on what matters most in learning, teaching and leading. **The allocation of this funding has resulted in the following impact:** Staff reflected on teaching practice through learning from Clarity Learning Suite, classroom observations, peer feedback and collaborative practice. Professional development plans were aligned to the school improvement plan, with staff succeeding in achieving their set goals. **After evaluation, the next steps to support our students will be:** To continue with Clarity Learning Suite which provides an explicit, practical model that calls upon teachers to be reflective practitioners who are willing to learn alongside one another while ensuring the needs of all students are met. Review school processes regarding personalised learning goals, application of learning intentions and success criteria, assessments and case management.
Beginning teacher support $15,217.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Tallimba Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Teaching Practice **Overview of activities partially or fully funded with this initiative funding include:** • Provide additional release from face to face time. • Provide a mentor to guide the induction process and provide support

Beginning teacher support $15,217.00	throughout the year. **The allocation of this funding has resulted in the following impact:** The beginning teacher was supported through an in-school mentoring program. In addition, extra release time was allocated to facilitate ongoing learning, co-planning, co-teaching and reflection. Beginning teacher programming skills were strengthened and performance development goals were achieved. **After evaluation, the next steps to support our students will be:** The continuation of the teacher mentor program allowing for reflection on teaching practices and to support the beginning teacher to gain accreditation at proficient.
QTSS release $4,367.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tallimba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Personalised Learning • High Impact Teaching Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional teacher release to support and implement quality teaching initiatives including collaborations with parents. **The allocation of this funding has resulted in the following impact:** Strengthened teacher capability to analyse learning data to inform student personalised goals and enhanced processes to review these with parents. **After evaluation, the next steps to support our students will be:** To combine this funding source with other sources to facilitate the up date of data walls and consistent time for staff to analysis this data to inform explicit student goal setting.
COVID ILSP $17,495.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in both literacy and numeracy. • employment of a teacher to deliver small group tuition. **The allocation of this funding has resulted in the following impact:** Most of the students in the program achieved significant progress toward achieving specific and focused needs-based targeted learning. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy tuition. Implement a structured word attack skills and sight word program. Build in time for this information to be shared between the COVID tutor and class teachers ensuring a cohesive approach to improving student growth. Plan additional intervention for identified students not yet meeting their learning goals.
Operational Funding Teacher Principal Relief	These funds have been used to support improved outcomes and the achievements of staff and students at Tallimba Public School

$36,470.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
	• Data Informed Personalised Learning
	• High Impact Teaching Practice
	• Partnerships for Success
	Overview of activities partially or fully funded with this allocation include:
	• employing and releasing staff to coordinate a range of collaborative initiatives.
	• employing and releasing teaching staff to support the administration of various programs.
	• releasing staff to participate in professional learning
	The allocation of this funding has resulted in the following impact:
	Enhanced opportunities for students to participate in targeted activities which resulted in improved student wellbeing and skill development. Additional support ensured teachers had access and time to complete and implement professional learning. Improved Aboriginal Education connections within the community.
	After evaluation, the next steps to support our students will be:
	To continue to support the implementation of our strategic directions through the use of Teaching Principal Relief funds.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	12	10	10	2
Girls	15	14	13	8

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	91.7	91.5	97.3	
1	92.3	93.8	93.5	97.9
2	93.3	92.8	94.5	85.9
3	93.6	97.6	93.4	91.0
4	92.2	92.9	94.6	87.5
5	93.2	93.0	91.9	82.3
6	90.1	94.8	89.0	90.8
All Years	92.3	93.7	92.9	89.5
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	
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	87.3

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)	0.2
Classroom Teacher(s)	1.81
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	131,180
Revenue	701,587
Appropriation	699,169
Grants and contributions	1,984
Investment income	204
Other revenue	230
Expenses	-709,188
Employee related	-573,748
Operating expenses	-135,440
Surplus / deficit for the year	-7,601
Closing Balance	123,579

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	0
Equity Total	44,557
Equity - Aboriginal	0
Equity - Socio-economic	13,724
Equity - Language	0
Equity - Disability	30,833
Base Total	560,322
Base - Per Capita	5,812
Base - Location	13,489
Base - Other	541,021
Other Total	64,364
Grand Total	669,244

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 Tallimba Public School sought the opinions of parents, students and teachers. The school considered feedback through school generated surveys for each group.

All students responded to an internal survey. 80% reported that they have someone at school who cares for them and that students are nice to each other. 90% agreed staff are nice to students. 80% of students indicated that they try hard at school and the same number know someone at school who can help them to improve. 100% reported that they know what to do if they feel worried.

The majority of parents responded to an internal survey. All respondents strongly agreed or agreed that they feel the school is inviting. This is the same case for how families feel about being informed about important issues and events. 100% strongly agreed or agreed that teachers communicate regularly and keep them informed about how their child is progressing at school. 100% strongly agreed or agreed that they understand academic standards and how their child is meeting these standards and how the curriculum is linked to those standards. All respondents strongly agreed or agreed that students are challenged to do their best and that they are well informed to know when there is a problem with behaviour choices or social interactions.

An internal staff survey provided information in regards to whole staff satisfaction. 100% of staff agreed that staff have good relationships with each other as well as that students behave positively at school. All respondents agreed that their workload is manageable. 83% indicated that they are doing well at work. All staff strongly agreed or agreed that they enjoy their work and they feel happy.

The Tell Me From Me survey was used as a tool to capture a view of teacher satisfaction. The data indicated high agreement that teachers discuss student learning with each other and agreement that teachers talk about strategies to increase student engagement in learning. Teachers also agreed that they all use two or more teaching strategies in lessons and that student assessments help understanding about where students are having difficulty to inform teaching and learning interventions. While there was agreement that formal assessment tasks are used to help students set challenging goals and that teachers discuss with the class the learning goals for most lessons, these are areas that the school will consider focusing on during 2023.

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.