

# 2022 Annual Report

## Tamworth Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Tamworth 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.

## School contact details

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## Message from the principal

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What a year 2022 has been for our school. It is like we have woken from a slumber and jumped head first into everything we could possibly do. This year we have had 12 months of uninterrupted teaching and learning. Literacy and Numeracy programs, Science and HSIE, Sport (not only in school but our sporting teams have had a fantastic year). Art and Art Competitions, Music lessons and Choir.

The students of Tamworth Public School have contributed greatly to our school over the past 12 months and should be commended. We should also celebrate the achievements of all of our 913 students. From the kindy student who could write 2 words at the beginning of the year, but now can write 2 sentences, the student who can now recite off by heart all the times tables, the students who can name all the planets of the solar system, the student who can dribble a basketball without it rolling down the hill, the student who has made ten new friends in Year 3. Every accolade and achievement should be recognised.

All these achievements do not just happen but are fostered, nurtured and celebrated by the wonderful staff at Tamworth Public School. Our dedicated staff make sure the students are not only educated, but valued and respected. I would like to thank the teachers, those in the classroom and the many programs that we run at TPS, for their hard work and dedication. I would like to thank the SLSO's for their support of the students and the teachers. I would like to give a big shout out to the lovely ladies in the office, to our GA's Paul and Gary and to Lou in the canteen.

I would like to acknowledge the leadership of the Tamworth Public School executive. Deputy Principals' Bobbie Smyth, Charles Jones and Cath Abberfield for their support and guidance, Assistant Principals' Monica Rodgers - ES1, Sharon Ward and Heidi Bracken - S1, Amanda Delohery - S2, Scott Schmutter S3, Keria Duxbury Special Education and Natalie Wilkinson Curriculum and Instruction. Our AP's supervise a large number of staff and students, running a school within a school and all do an amazing job.

2022 has been a great year for our P&C and Tamworth Public School is very lucky to have such a dedicated and driven group of volunteers that help to raise money for our students and provide social interactions for our community. Thank you to P&C President Kelly Clarke, Vice Presidents Kate Arndell and Michelle Godwin, Secretary Rebecca Essery and Treasurer Sharee Wilkinson and all of our volunteers who have organised and ran a variety of events this year including Camp Out, Cake stalls, Mother's Day stalls, Father's Day BBQ, raffles and other successful fundraisers.

Thank you to our parent body and the wider school community for their support in 2022 and for entrusting us with your child's education and wellbeing. It is great that we could invite you back into our school and have the community involved in visiting classrooms, Easter Hat Parade, Book Week Parade and just simply meeting the teachers face to face or chatting inside the school gate at drop off/pick up.

I would like to thank our Captains Nataylia, Austin, Maggie, Hugh and our SRC for all their dedication during the year and for being remarkable role models for all our students.

I look forward to what 2023 has in store for all of us at Tamworth Public School.



## School vision

Empowering our students through an enriched and caring learning environment to be responsible community members who are successful, confident and creative global citizens.

## School context

Tamworth Public School has an enrolment of 913 students (including 12% Aboriginal and 10% EAL/D (English as an Additional Language or Dialect students)). The school is situated in East Tamworth and has a long heritage with the area being established in 1855. All teaching spaces have interactive whiteboard technology and were recently refurbished. Tamworth Public School runs a number of extracurricular programs, including gymnastics, tennis and music and prides itself on its extensive history of excellence in participation and achievement across many and varied academic, cultural and sporting programs. Our school enjoys the support of Parents/Carers and students working to develop a learning community providing a balance between maintaining traditional values, while keeping pace with technology and social change. We have an extremely motivated and supportive Parents/Carers and Citizens Committee. The school provides education for a broad range of students from a multitude of backgrounds and has a strong, EAL/D program. The school caters for a wide variety of student abilities and includes a designated Opportunity Class, as well as three Special Education classes, one being an IM (Mild Intellectual) class, an IO/AU (Autism and/or moderate intellectual disability) class and an MC (Multi-Categorical).

During 2018 the final plans for the upgrade of the school with new teaching spaces and staff amenities was released for the community to comment. Construction was completed in October 2020. Survey results indicate students enjoy their time in their school and Parents/Carers feel welcome and valued. Care, Courtesy and Consideration is the school's statement of purpose with regard to the relationship we encourage between students, Parents/Carers, staff and the wider community.

To further add to the gains made over the last 5 years in literacy the school will need to commit to a continued program of improvement in the teaching of Literacy K to 6. These improvements will focus on teaching and learning programs, effective use of data to inform teaching, quality feedback and the monitoring of student performance throughout the school but especially at key transition points. New teaching staff will need to be trained in Sound Waves and Visible Learning as these programs have helped drive improved student results across the school. Expectations need to be set in a uniformed and strategic way to ensure continuity of student learning through consistent and explicit teaching. An improved collection/interpretation and utilisation of data to inform teaching must become a key priority. The school will also draw on the What Works Best (WWB) in practice resource in the areas of High Expectations, Assessment and Classroom Management in Stage based discussions and activities to improve the teaching of Literacy and Numeracy.

The implementation of the new K-2 Syllabus will require the school to adjust its established K-6 Scope and Sequences to align them to the new syllabuses. The school will also need to undertake further professional learning in Learning Progressions. As mentioned in Literacy teaching, improved collection/interpretation and utilisation of data to inform teaching must become a key priority as the school needs to move to a more data rich environment to make sure High Expectations are being met and that our Assessments are really measuring what we need to measure.

Tell Them From Me (TTFM) student surveys indicate that students have a high expectation of success - 94% but their Sense of Belonging scored quite low at 69% compared to the State on 77%. With a trend that shows Year 5 consistently felt a loss of belonging from their Year 4 results. This could be an indicator of student disconnection to the school community and lack of power to control their own learning or to participate in the decision-making practices of the school at the very time they are ready to participate in these very same activities. The school will need to develop with student's genuine experiences in which they can direct their own learning, participate in decision making and effect change across the school. Student Agency and Voice will become a priority of the school. Visible Learning concepts should provide students with the understanding, knowledge and tools to develop clear learning goals and to receive quality feedback from their teachers. A great focus on student agency and voice as well as structured and systematic approach to late arrivals to school should see a lift in Student Attendance to reach the agreed targets surrounding the 90% attendance rate.

With the completion of our new learning spaces following a large building program and the experimentation in co-teaching by Stage 3 and collaborative planning for effective teaching experienced by all teachers during 2021 further groundwork has been set for an implementation of further coaching and mentoring as well as the use of new technologies for learning. All of which will provide aspiring leaders the opportunity to guide teams towards aspects of school improvement. Quality Teaching Successful Students (QTSS) time will be targeted towards the improvement of teaching programs by effective coaching and mentoring and systematic instructional leadership of our Stage Leaders. This should also better align teaching programs with syllabus outcomes, visible learning pedagogies and data informed teaching.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To Improve student learning outcomes in literacy and numeracy, the school will develop and sustain Kindergarten to Year 6 processes for the collection and analysis of data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence- informed strategies with well - designed and executed assessment 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.

- Syllabus Implementation & Learning Progressions

### Resources allocated to this strategic direction

**Professional learning:** \$70,203.00

### Summary of progress

This year the school employed an Assistant Principal Curriculum and Instructional leader who has been instrumental with assisting staff using PLAN2 and Progressions and using the results of these assessment tools for planned programming. During the year, the whole school teaching staff participated in further professional learning in Visible Learning focusing on Feedback that Makes Learning Visible. The executive received an additional PL day - Evidence into Action Day 3. Being able to organise whole school professional learning opportunities including face to face and online activities enabled staff to engage in curriculum discussions and plan for the Curriculum Reform to be implemented in 2023. K-2 teachers became familiar with the new K-2 Syllabus this year, with professional learning modules presented online throughout 2022. They attended face to face professional learning opportunities, had additional curriculum release to engage with the new curriculum and visited local schools. The school will continue to provide more professional learning opportunities in 2023 which will be a driving focus across the school with leadership coming from executive members.

### Enablers

Throughout the year, the school met frequently to discuss the Curriculum Reform K-2 and how best to connect all staff to the new syllabus so that across the school all staff are equipped with the changes for 2023 implementation in preparation for possible staff moving stages.

Data sources used comprised of: Professional Learning Exit slips., ALAN, NAPLAN - Check-ins and state wide assessments, Best Start, Tell Them From me.

### Barriers

Not enough resources to go around every class in such a big school and with resources costing absorbent prices making it difficult to resource all classes. Teachers professional interpretations of how to use the new curriculum.

### Next Steps:

In 2023, we also have the Curriculum Reform 3-6 to connect with, so this will be another task that will require whole school input, planning and management. With the additional release for teachers being available to them for curriculum development, this will be an enormous financial and time management task on its own.

Monitor the implementation of Curriculum Reform K-2 to ensure that the online modules which support the new curriculum's are in use as a lot of expense has gone into these and our school needs to follow through on our commitment to improve student engagement through quality education which will lift students assessment results.

### 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

* Top 2 bands NAPLAN Numeracy increase to 40%	For the top 2 bands in NAPLAN Numeracy, the school is on target and has increased the top two bands to 40% and has a target for 2023 of increasing NAPLAN from a base of 37.1% to 43.7% which is an uplift of 6.6%.
* Top 2 bands NAPLAN Reading increase from a base of 46.3 to 49.0% (uplift) of 2.7%	For the top 2 bands in NAPLAN Reading, the school is on target and has increased the top two bands to 49% and has a target for 2023 of increasing NAPLAN to 63.7%
* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Numeracy to 59%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Reading to 57%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>* Top 3 Bands Reading ATSI increased (uplift) percentage of students in reading from a base of 48.8% to 53.0% and uplift of 4.2%</p> <p>* Top 3 Bands Numeracy ATSI increased (uplift) percentage of students in numeracy from a base of 33.3% to 42.8% and uplift of 9.5%</p>	For the top 3 bands in NAPLAN Reading, the school is on target and has increased the top three bands to 53% and has a target for 2023 of increasing the upper band to 58% and the lower band to 53%.
* Top 3 Bands Numeracy ATSI increased (uplift) percentage of students in numeracy from a base of 33.3% to 42.8% and uplift of 9.5%	For the top 3 bands in NAPLAN Numeracy, the school is on target and has increased the top 3 bands to 42.8%. Targets for 2023 are to increase the upper band to 47.80% and the lower band to 42.80%.

## Strategic Direction 2: Leading for Learning

### Purpose

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The school will create the conditions for teachers to understand their impact on student outcomes and to continually improve their teaching practices. To have every student see themselves as a leader of their own learning. Embedding consistent language and visible learning practices across K-6.

### Initiatives

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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.

- Visible Learning

### Resources allocated to this strategic direction

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**Professional learning:** \$20,000.00

### Summary of progress

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Since 2021, the school incorporated Visible Learning to improve understanding of Foundational Concepts that underpin CORWIN's Visible Learning Model.

2022 is the second year of a 3 year cycle focused on building foundational concepts explored throughout 2021.

During terms 1 and 2 staff were supported with embedding of LISC specific in the areas of writing and by the end of the year staff were using LISC in mathematics.

Staff and students had the opportunity of voting for artworks to match the 5 TPS Learning Qualities set about in 2021.

Semester 2 the school participated in face to face professional learning with CORWIN consultant Shane Crawford - to explore the concept of Feedback and how effective Feedback enhances students learning and instruction.

This was followed by an executive leadership team PL day where the school reviewed current practices and developed a forward plan for 2022.

Staff participated in two days of professional learning which focused on Learning Intentions and Success Criteria.

To support teachers, Learning Intention and Success Criteria magnetic strip headings were ordered for use in the classroom.

During the year there were many workshops, regular walk throughs, lesson observations, program supervision and feedback provided to individual staff and the executive on the effective use of LISC across the the school.

### Enabler

One of the benefits of implementing LISC this year has been the the positive response of having the CORWIN facilitator - Shane Crawford attend our school for two full days of professional leaning. The face to face workshops were well delivered with staff engaged in discussions which supported the schools Visible Learning journey.

Another positive to the CORWIN LISC implementation across the school has been the time allocation given to staff to complete the online PL. With the new curriculum also being trialed this year, staff were under pressure with time restraints to accomplish set PL guidelines. By self funding additional RFF, staff felt more relaxed and put more effort into their learning.

The executive visited staff and observed visible learning in action in the classrooms. From these visits, executive were able to harness the skills of teachers to role model VL expectations to colleagues which built capacity amongst stages.

With executive visiting rooms and conducting walk throughs, this gave instant feedback to the teachers and the whole school executive as to the benefits of the LISC program. Where to next, who to support, what resources are required. The walk-throughs also provided great pedagogical discussions amongst staff which will lead us to our next step of developing language amongst staff across the school.

### Barrier



The initial difficulty for staff becoming involved with CORWIN in 2022 was that the PL provided by CORWIN was online. This type of PL was meaningless, time impacting, non interactive, and another thing to do on top of every other demand. Staff needed to complete the online PL by a certain date and with the new curriculum coming out, they really began to feel under pressure. Executive began to look at ways to support staff in completing their PL so the school could begin to see the benefits of LISC.

Staff Development Days are the hardest days to have CORWIN present on site. In order to have a presenter on a SDD you need to book years in advance. The school finally booked CORWIN for SDD term 2 2022 but were unable to secure a day for 2023 so two twilight sessions have been booked instead.

With the new curriculum coming out in 2023 and with 2022 being the familiarisation year for our school, managing both of these programs was an enormous task for our executive and then for the staff to participate in, implement, purchase resources for, all for a smooth transition in 2023. Multiple stage and whole school meetings were held to direct and support these programs through the year. Staff began to feel overwhelmed and overloaded.

The results of the walk-throughs showed that LISC was patchy. Many inconsistencies across the school., partly due to a lot of staff changes brought on by illnesses and the pressures of a very busy year as schools try and resume normality after three disruptive years.

## Next Steps

In 2023 our school will be holding two twilight sessions focusing on Feedback. These will be held towards the end of term 1.

The twilight sessions will be presented by CORWIN facilitator - Shane Crawford. Shane will be working with our school for three consecutive days.

The Dispositions will be rolled out across the school so staff and students can become familiar with these and the dispositions contribute towards driving the LISC language.

The school would like to see the continuation of LISC being used for all KLAs.

Feedback will be a major part of the school's focus for 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
1. Students are able to talk about their learning and can describe what works for them.  2. Learning Intention and Success Criteria are evident in all Mathematics and Writing teaching and learning programs K-6.  3. Increase levels of collaboration, class observations and walkthroughs.	Visible Learning (Learning Intention Success Criteria) data source indicates the percentage of students regularly utilising feedback to set explicit learning goals and improve learning outcomes has increased by 15% from baseline measure.  The CORWIN methodology indicates from surveys, observations, that LISC is evident in all Mathematics and Writing teaching and learning programs K-6. There is an increase of 25% where staff have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.
Feedback in Mathematics and Writing samples collected and reviewed by Stages.	Visible Learning (Learning Intention Success Criteria) data source indicates the percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes has increased by 25% from baseline measure.

## Strategic Direction 3: Student Agency and Voice

### Purpose

To improve student empowerment the school will develop genuine experiences with students in which they have ownership and responsibility for their own learning (Agency), and participate in decision making that allows for student feedback (Voice) creating real change across the school. This will enhance student's sense of belonging.

### 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.

- Peer Support Program
- Student Feedback & Decision Making

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,868.00

**Aboriginal background:** \$1,000.00

### Summary of progress

Student voice is students actively participating in decision-making at school on things which shape their educational experiences. Student voice is more than just students 'having a say' and 'being heard'. To be successful, schools must value the perspectives and opinions of students and act on them in a way that genuinely shapes learning and decision-making at the school (Education NSW, Student voice and leadership).

Including student voice in decision making at schools can:

- allow students and teachers to design solutions together
- increase engagement in learning
- build connections and belonging
- create a positive environment and culture
- develop personal and social capabilities

Tamworth Public is listening to students and taking on feedback around class structures to increase sense of belonging particularly in Stage 3. We are introducing play programs and spaces to encourage students to make connections. The Junior AECG was formed in consultation with the local AECG and students are planning regular meetings in which to discuss school based issues and make decisions surrounding Aboriginal education in our school. Students engage in Visible Learning and are involved in the implementation of success criteria that aims at increasing their independence, skill development and giving them a greater sense of ownership over their learning. They are more capable of articulating when they have achieved learning intentions and what success looks like, sounds like, and feels like.

We hope to increase students sense of belonging and develop student agency as they take ownership of their learning.

### Enabler

After analysis from the 'Tell Them From Me', well being initiatives were put in place regarding class structures, lunchtime programs and well-being PL for staff. Regular discussions around well-being were held and ideas implemented in stage meetings. A Junior AECG was established in 2022.

Attendance measures including HSLO and maintaining relationships with families ensures improved attendance with overall school attendance in 2022 sitting at 87.9%

### Barrier

Our Junior AECG has suffered as a result of staff workloads and availability to conduct regular meetings.

A major barrier for increased attendance is the ongoing implications of COVID and an overall increase in student absences due to illness. Natural Disasters and adverse weather conditions have also impacted on lower attendance in 2022.

### Next Steps:

Year 5 and 6 students have conducted an AGM, leading to the election of our second committee. The committee have

identified a major project to focus on for 2023.

Initiatives for positive recognition for students who achieve a high or increased attendance. Engaging, interactive and impact program planned for 2023 implementation designed to empower, inspire and equip student leaders to become drivers of student well-being initiatives to create a thriving school community.

### Progress towards achieving improvement measures

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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
A Sense of Belonging from 91% to 92% Expectations for Success maintain 94% Advocacy at School from % increase to 75% Student Wellbeing ; Tell them from me increased to 87%	Tell Them From Me data indicates that 67% of students report a positive sense of well-being (Expectations for success, advocacy, and sense of belonging at school).
Attendance Data will show an uplift from 80.16% to 88% . An uplift 7.84%	Annual progress measure - Increased percentage of students attending school 90% or more of the time by 3%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$189,887.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around student needs-behaviours, curriculum access (adjustments, IEPs, BMP, RMP)</li> <li>• consultation with external providers for the implementation of literacy programs, OT, Speech exercises.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with disabilities being supported in mainstream classrooms and having modified support and equal access to the curriculum. Students have full participation in all school activities, decreased behaviour intervention, positive social connections and support to engage in meaningful activities with their same age peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor, update IEPs, transition to the next stages of learning/schooling. Gain feedback from teachers, monitor school data.</p>
<p>Socio-economic background</p> <p>\$139,824.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Peer Support Program</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• SLSO Support for educational needs of students</li> <li>• SLSO Support for Welfare needs of students</li> <li>• Class Teacher Release time to look at new K-2 English and Maths syllabus</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As a result of COVID 19 implications and home learning structures there has been a need for additional support programs to be put in place to support students academically and emotionally. Student welfare concerns have been a major factor throughout 2022. SLSO support programs and in-class SLSO support has been beneficial in raising student capacity, particularly K-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this funding allocation to support students with academic and welfare concerns by implementing programs and funding for staffing (SLSO, Welfare teacher).</p>
<p>English language proficiency</p> <p>\$45,395.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$45,395.89</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> During 2022 EAL/D support focused on inclusiveness and a whole family support model. It has been a priority to ensure that very strong lines of communication have been maintained between the school and home environments. This has been extremely successful and has shown that TPS has maintained its reputation as being very accepting and welcoming of the wider multicultural community, a school that embraces all cultures. Parent involvement has increased in 2022, as allowed by the Department of Education. The lines of communication between families and the EAL/D teacher and wider teaching staff has strengthened, resulting in a strong and harmonious relationship amongst all involved. The encouragement of building relationships and networking within the Multicultural community at TPS has resulted in many close bonds formed between families, leading to employment opportunities and support. NAPLAN results for the EAL/D students are testament to the success of the EAL/D and other support programs conducted at TPS.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support families and students to ensure quality teaching and learning.</p>
<p>Low level adjustment for disability</p> <p>\$137,905.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students having equal access to the curriculum. Students feeling supported and having additional staff to identify with and go to for support. SLSO support in classrooms, triaged by Learning and Support Team and school executive.</p>

<p>Low level adjustment for disability</p> <p>\$137,905.20</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor programs and student engagement.</p>
<p>Location</p> <p>\$3,131.25</p>	<p>The location funding allocation is provided to Tamworth Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from low socioeconomic backgrounds were able to participate in all school excursions and incursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain assistance across the school for those families and students that require it.</p>
<p>Professional learning</p> <p>\$90,203.00</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 Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Syllabus Implementation &amp; Learning Progressions</li> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• New K-2 English and Maths Syllabus Implementation</li> <li>• Visible Learning</li> <li>• Peer Support Program and planning days</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Greater collaboration of planning, programming and evaluation of classroom, stage and school programs and resources. Mentoring of teachers enabled greater professional learning. Visible learning continued to grow in the 2nd year of the 3 year cycle.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support the roll out of the K-2 syllabus and the introduction of the 3-6 syllabus. Collaboration and planning days in 2023. Visible learning PL for the third and final year of the 3 year journey.</p>
<p>QTSS release</p> <p>\$173,990.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul>

<p>QTSS release</p> <p>\$173,990.39</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals availability to guide and monitor their stage teachers both in the classroom and through face to face professional learning. This has resulted in an improvement of collaborative planning and up-skilling of teachers particularly those that are either new to the school or stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the model that has been in place over the past 3 years as it has demonstrated that our staff are receiving hands on and proactive professional learning from their assistant Principals. It also up-skills the Assistant Principals giving them an Instructional Leadership role.</p>
<p>COVID ILSP</p> <p>\$223,807.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A large number of students participating in small group tuition that is tailored to their specific needs and target areas as identified by CT and executive. Students come into the program and participate for 20 weeks or until target levels have been achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue looking at school data allowing students the opportunity to specialized tuition after the disruption of COVID- home learning but also blocks of face to face learning students are missing while they are in isolation.</p>
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional staff for targeted student support</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Practical support for Refugee students and their families ensures that the transition to TPS is smooth and promotes a positive beginning for achieving appropriate educational outcomes for the student in an Australian school setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support families and students to ensure quality teaching and learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>



\$173,737.02

needs of Aboriginal students at Tamworth 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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Peer Support Program
- Other funded activities

**Overview of activities partially or fully funded with this equity loading include:**

- employment of additional staff to deliver personalised support for Aboriginal students
- employment of specialist additional staff (LaST) to support Aboriginal students
- employment of specialist additional staff (SLSO) to support Aboriginal students
- staffing release to support development and implementation of Personalised Learning Plans
- employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy

**The allocation of this funding has resulted in the following impact:**

Aboriginal Education at TPS has continued to grow this year. Successful Literacy and Numeracy support programs have been conducted K-6 with teachers and SLSO's designated for the various groups according to need and program delivery.

Aboriginal Education has continued to be a focus of the Aboriginal Education committee with regular meetings to ensure teaching and learning programs are of a high standard and achieving the goal of improved outcomes to become in-line with non-indigenous students, to ensure the narrowing of the gap.

NAIDOC celebrations throughout NAIDOC Week were extremely well attended and the activities were well planned to be inclusive of all students in all stage groups.

TPS has a strong commitment to be inclusive of all students and to empower the Aboriginal students to strive to do their best by offering quality programs and opportunities for the students to reach their full potential. At TPS we strive to enlighten and educate the whole school community on the cultural richness of the local Aboriginal peoples.

**After evaluation, the next steps to support our students will be:**

TPS builds extremely strong, positive relationships with Indigenous families, providing opportunities for all to engage and be invested in their child's learning. We will continue to provide excellent educational support to ensure narrowing of the gap.



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	448	444	457	480
Girls	466	451	435	423

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.6	93.8	89.6
1	93.2	94.5	93.4	88.9
2	93.8	94.0	93.3	88.9
3	93.2	94.8	91.1	88.2
4	93.7	95.0	92.2	88.2
5	93.8	94.5	92.3	88.0
6	93.3	93.6	91.7	87.1
All Years	93.6	94.6	92.5	88.4
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	36.86
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	8.87
Other Positions	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	638,448
<b>Revenue</b>	9,407,752
Appropriation	9,033,266
Sale of Goods and Services	28,663
Grants and contributions	336,570
Investment income	5,103
Other revenue	4,150
<b>Expenses</b>	-9,527,661
Employee related	-8,640,972
Operating expenses	-886,688
<b>Surplus / deficit for the year</b>	-119,908
<b>Closing Balance</b>	518,540

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

## Financial summary - Equity loadings

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

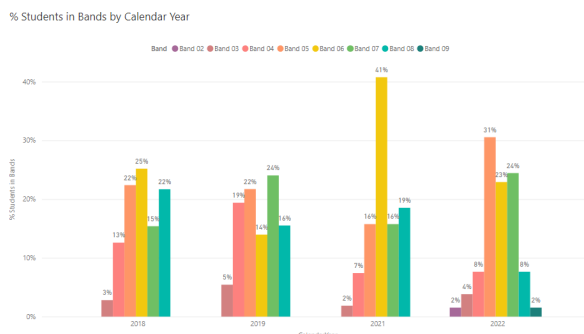
	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	190,575
<b>Equity Total</b>	577,505
Equity - Aboriginal	172,737
Equity - Socio-economic	133,956
Equity - Language	45,396
Equity - Disability	225,416
<b>Base Total</b>	6,811,569
Base - Per Capita	231,040
Base - Location	3,131
Base - Other	6,577,397
<b>Other Total</b>	1,029,266
<b>Grand Total</b>	8,608,915

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

# School performance - NAPLAN

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

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



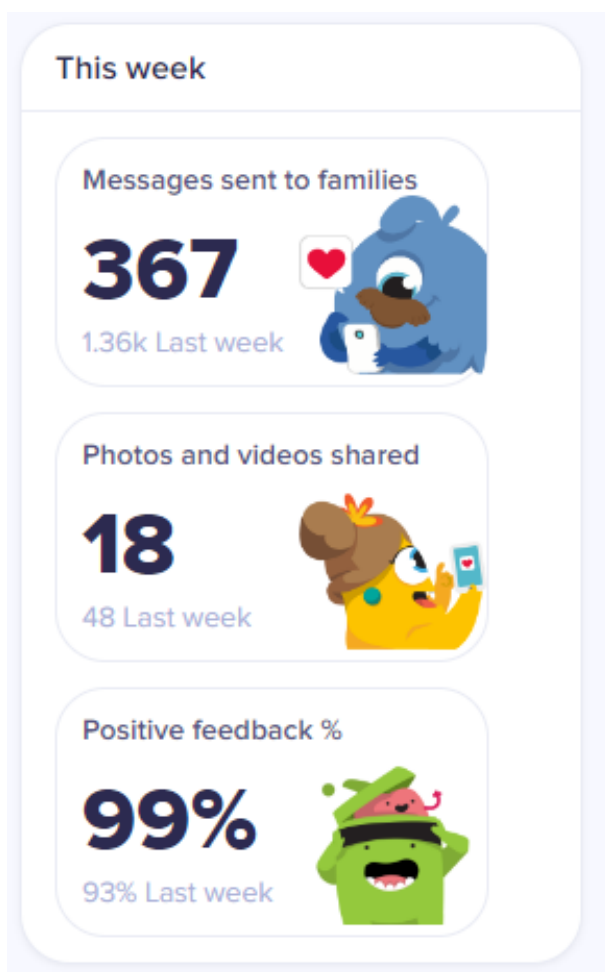
This graph shows student growth from 2018 to 2022.

## Parent/caregiver, student, teacher satisfaction

The P&C have regular input into the schools communication methods to inform the whole community on events that take place at the school. The P&C value the best method for communication delivery which is our school magazine 'The Magpie'. From regular meetings with the P&C other favorable options of communicating with families have been using Dojo, The Magpie as a paper copy, or through the app and various notes sent home from teachers and school to inform parents of events across the school. Content wise, parents also noted enjoying seeing staff profiles and the spotlight on classes as content areas in the Magpie. They also appreciated the calendar of upcoming events and the role that this newsletter plays in keeping our community connected..

Students participated in the Tell Them From Me Surveys during 2022. 95% of students said they had high Expectations for Success and 89% of students believed that they had an Advocacy at School. The alarming downward trend in A Sense of Belonging continued with only 67% in 2022 compared to 69% in 2021. The school has identified student agency as a focus area and have incorporated Student engagement and decision making as part of Strategic direction 3 in our School Strategic Improvement Plan 2021 -2024.

In 2022 staff completed a school survey on What Worked Well and What Can The School Change. This provided all staff to have anonymous input and provided beneficial discussions amongst executive as to where to next.



This picture shows one week snapshot of the positive results of effective communication with our school community.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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