

# 2022 Annual Report

Towamba Public School

## TOWAMBA PUBLIC SCHOOL



3252

## Introduction

The Annual Report for 2022 is provided to the community of Towamba 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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Towamba Public School

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## School vision

Towamba Public School's vision is to provide high quality, inclusive educational experiences and a diverse range of opportunities for improving student learning and wellbeing. We strive for excellence in an inclusive environment where every student maximises their potential through strong school and community connections.

We believe that every student should be challenged to learn and continually improve in a respectful environment underpinned by high expectations. Our vision is to be partners in learning and collaboratively empower students to become confident, resilient, self-directed and successful learners.

## School context

Towamba Public School is located in the Towamba Valley, 30km east of Eden, in an environment of mixed farmland, forest and rural lifestyle. 2021 enrolment is 20 students from K-6 with a small proportion of students who identify as Aboriginal. The school is rural, remote and has a FOEI of 147. Student numbers have remained reasonably consistent over the last few years, however a slight drop is anticipated over the next four years, forgoing any new community members moving into the area.

Based on a review of our situational analysis, we have identified the need for a continued development of our data collection, analysis and reflection practices. We have identified the need to move towards deeper reflective practices based on quality analysis. This reflective process will involve deeper use of data to inform all processes and practices across the school.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

The wellbeing and engagement of our students remains a priority. Individualised Learning Plans (ILPs) will continue to be used for every student, to promote learning, wellbeing and growth along with self-directed learning. Clear processes will be put in place to support students with additional needs. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school process to support every student being known, valued and cared for in our learning community.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future 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.

- Effective Classroom Practice
- Data skills and use to inform practice

### Resources allocated to this strategic direction

**Aboriginal background:** \$7,729.89  
**Low level adjustment for disability:** \$18,921.12  
**Socio-economic background:** \$27,058.45  
**Location:** \$10,106.48  
**Literacy and numeracy:** \$7,110.08  
**QTSS release:** \$3,792.39  
**Per capita:** \$5,306.28  
**Integration funding support:** \$13,017.00  
**Professional learning:** \$6,599.70

### Summary of progress

#### Effective Classroom Practice

During 2022 all staff actively engaged in ongoing reflection of classroom practices and how to enhance these practices further to support the social, emotional and academic growth of the students. We continued to work through our professional learning journey in 'Visible Learning' which guided implementation of effective feedback and further supported development of a culture of learning and personal growth. The language of learning dispositions has been successfully integrated and students are able to name all or most of our dispositions. These terms have become common language in our classrooms and playground to describe and discuss daily challenges. Students have continued to show progress in social and academic situations as indicated through results in NAPLAN, Check-In, PLAN2, in-class assessment and teacher observations. Maintaining the split class model for effective instruction for K-2 and 3-6 is necessary at this stage, to ensure that all students are able to connect with learning at their point of need.

Next steps:

At this time, the split class model will be continued to support student learning. Similarly, the 'Visible Learning' professional development journey will continue into 2023 to support staff development in the effective delivery of Learning Intentions and Success Criteria and Effective Feedback to support student academic growth and attainment. Furthermore, extra classroom support will be investigated to support the anticipated enrolment of Kindergarten students and extra academic and social/emotional support required to drive success in the 3-6 classroom.

#### Data skills and use to inform practice

During 2022 staff were supported by the team from Collaborative Schools Unique Settings (CSUS) develop data recording systems to create efficient processes to monitor student progress in a way that enhances teaching and learning programs in a small school setting. A data wall was set up to track student progress along specific progressions in Literacy and Numeracy through PLAN2. The assessment schedule was updated to reflect new practices and whilst this remains a flexible document, mandatory assessments and in-house tracking assessments have been locked in. The use of assessment strategies including; YARC Reading, Essential Assessment, Soundwaves, DoE mandatory assessments and teacher observations has assisted in ensuring centralised assessment data is triangulated to offer a thorough overview of all students. This has also ensured that all students are able to be met at their point of need in their learning journey to enhance success. Centralising data has ensured that all staff are able to access it at any time for review and update. This review and update of data collection and tracking has ensured accurate reporting to parents on

student achievement, accurate grouping of students for focused support and determining future directions.

#### Next steps

During 2023, staff will continue to work with the CSUS team to enhance data collection and analysis to focus on student achievement, relative to the PLAN2 progressions. Towamba PS will review and refine the assessment schedule to ensure necessary and accurate data is collected at appropriate moments in the teaching and learning journey. Regular check-in points for data updates will be established in the professional learning calendar to support a collaborative review of student need and next steps in learning for all of our students and staff.

#### 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
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating achievement of the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating achievement of the lower bound system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Quality systems and processes to support wellbeing and engagement.

### Purpose

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Engaging and maintaining strong, meaningful relationships with parents, carers and the wider community to enhance learning opportunities for students. To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of engagement.

### 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.

- Community Engagement
- A planned approach to wellbeing

### Resources allocated to this strategic direction

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### Summary of progress

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#### Community Engagement

Successful support programs in attendance, including timely follow up of absences, flexibility in reporting methods for student absences and attendance plans, have ensured that we have seen growth in attendance data for 2022. Attendance plans were developed, implemented and reviewed successfully, with families requiring this specific support. Individualised learning/behaviour plans have been implemented for students identified as requiring social and emotional support as well as academic need. Regular contact between parents/carers and staff has ensured that development of these plans has included input from all stakeholders. Continued employment of a Student Learning Support Officer has meant additional support for students within the classroom, and on the playground, and has assisted in students reaching their personal goals. Throughout the year we have continued to focus on the development of self-regulation skills for many of our students and this will be an ongoing learning journey.

2022 has seen the return of parents/carers and the wider community to school events which has significantly improved the development of strong, respectful partnerships. These opportunities for authentic engagement have fostered improved relationships with all stakeholders. Survey results indicate that 100% of respondents feel welcome at school and that it is easy to talk to their child's teacher. 92% of respondents feel well-informed by the school, communication is easily understood and that staff listen to concerns brought forward. 85% of respondents indicate that they feel the school is connected to the community and welcomes parent/carer involvement.

#### Next Steps:

In 2023, students will be supported to develop skills in personalised goal setting to develop learners who are able to direct and drive their own improvement. Staff will continue to work with key stakeholders to develop learning/behaviour support plans for identified students to support academic engagement and social/emotional development. Towamba PS will continue to employ support staff in order to assist teachers to support students in reaching their goals. Collaboration with the Parents and Citizens Association will be undertaken to determine ways of improving the response that 85% of respondents feel the school is connected to the community and welcomes the involvement of parents and carers to foster and develop strong, respectful partnerships.

#### A planned approach to wellbeing

During 2022 staff reviewed a number of whole-school, evidence-based programs to support the development of wellbeing within our student cohort. We continue to use a number of programs and supports to guide students in managing social/emotional needs and all staff use trauma informed practices to assist student learning and connection. Staff continue to utilise an online database for recording behavioural incidents and overall we have seen a decrease in the number of negative reports. The impact of delivering these wellbeing interventions has also been reflected through the 'Tell Them from Me' survey of Year 4-6 students which indicated that 100% of students reported that they know what is expected of them, their teachers care about them and encourage them to feel better. 90% also reported that their teachers listen when they have something they need to say. At the time of this survey 60% of students reported that they feel accepted for who they are, can be themselves and that school is a place where they feel that they belong.

## Next Steps:

During 2023 staff will explore student sense of belonging and participate in personalised professional learning to support skill development in student wellbeing. Components of the Grow Your Mind program will be implemented to assist students in understanding their own emotional responses and this will complement the implementation of Zones of Regulation which was introduced at the end of 2022. Staff will continue to record student behaviours in the online database and this data will be reviewed every term to focus and direct student interventions to identified areas of need.

## 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
Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target.	Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.	Internal school data indicates an increase in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress toward the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,017.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Towamba 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>• Effective Classroom Practice</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>• establishment and maintenance of a two class model K-2 and 3-6.</li> <li>• supporting the delivery of a staff RFF program to enable program development and delivery.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model. PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted literacy and numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue combining funding sources to continue employing additional staff. Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>
<p>Socio-economic background</p> <p>\$27,058.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Towamba 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>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement to support identified students with additional needs</li> <li>• employment of additional staff to establish and maintain a two class system.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model. PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted literacy and numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue combining funding sources to continue employing additional staff.</p>

<p>Socio-economic background</p> <p>\$27,058.45</p>	<p>Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>
<p>Aboriginal background</p> <p>\$7,729.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Towamba Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Effective Classroom Practice</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Numeracy was identified as an area of development for our Aboriginal students. All teaching staff have been trained in the use of Essential Assessment which has resulted in accurate student formative and summative data being collected. Students demonstrated an 87% improvement in Years 2-6 numeracy outcomes. Staff attended the local Sapphire Coast Learning Community Staff Development Day which resulted in a better understanding of methods of integrating Indigenous perspectives in classroom practice and programming. This has helped to support the feelings of belonging and wellbeing in our students as reported in qualitative data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Numeracy extension and support groups will continue to ensure individualised support for students. 2023 data analysis will determine the next area of focus.</p>
<p>Low level adjustment for disability</p> <p>\$18,921.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Towamba 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>• Effective Classroom Practice</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>• providing support for targeted students within the classroom through the employment of a Trainee School Learning and Support Officer to support in class delivery of highly differentiated support programs</li> <li>• targeted students are provided with targeted intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model. PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals. Student engagement is higher during class work</p>

<p>Low level adjustment for disability</p> <p>\$18,921.12</p>	<p>and students self-report feeling better supported during numeracy lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue combining funding sources to enable employment of additional staff to support numeracy differentiation, support and extensions. Further refinement and student specific differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>
<p>Location</p> <p>\$10,106.48</p>	<p>The location funding allocation is provided to Towamba 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>• Effective Classroom Practice</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>• additional staffing to enable the provision of a two class model for our small school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model. PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted literacy and numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue combining funding sources to continue employing additional staff. Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>
<p>Professional learning</p> <p>\$6,599.70</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 Towamba 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>• Effective Classroom Practice</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>• supporting staff to participate in evidence-based professional learning to support teaching and learning practice</li> <li>• supporting all staff to participate in locally delivered professional learning within our local community of schools to support cultural understanding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been supported to continue in our Visible Learning journey whilst also participating in local Community of Schools professional learning. Staff surveys have indicated that as a result of this professional learning they are better placed to deliver Learning Intentions and Success Criteria in programming. Staff attended the local Sapphire Coast Learning Community Staff Development Day which resulted in a better understanding of methods of integrating Indigenous perspectives in classroom practice and programming. Staff reported that they felt supported and encouraged. This has helped to support the feelings of belonging and wellbeing in our students as reported in qualitative data.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Professional learning \$6,599.70	2023 will see the continuation of the Visible Learning journey for our staff. This will include upskilling new staff members and the development of professional practice in effective feedback to and from our students. Staff will also be able to nominate a direction for their own professional learning needs in line with Performance Development Plans and the school Strategic Directions.
Literacy and numeracy \$7,110.08	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Towamba Public School from Kindergarten to Year 6.</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>• Effective Classroom Practice</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>• additional staffing to enable the provision of a two class model for our small school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model.  PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted literacy and numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue combining funding sources to continue employing additional staff. Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>
QTSS release \$3,792.39	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Towamba 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>• Effective Classroom Practice</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>• additional staffing to enable the provision of a two class model for our small school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Funding sources (Socio-economic background - flex, Low level adjustment for disability - staff, Location, Literacy and Numeracy, QTSS release, Per capita and Integration funding support) combined to fund two classroom model.  PLAN2 data has shown that K-2 students have increased in their level of the literacy and numeracy progressions. Data sources (Check In, NAPLAN, Essential Assessment) highlight Years 3-6 student growth in targeted literacy and numeracy outcomes. Behaviour data has indicated an improvement in student wellbeing. All students progressed on their PLSP by obtaining their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue combining funding sources to continue employing additional staff. Further refine and develop differentiation within our K-2 and 3-6 classrooms to support further individualised learning plans.</p>

<p>COVID ILSP</p> <p>\$11,800.00</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> <li>• providing targeted, explicit instruction, using evidence-based programs (MiniLit) for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of an SLSO has enabled a small group of identified students to participate in the evidence-based program - MiniLit. Participation in the small group tuition has resulted in students self-reporting improved confidence in their reading skills, along with improvement in PLAN2 data. This small group tuition has supported these students to feel known, valued and cared for, and assisted them in identifying their capacity for academic growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Final review has indicated that there are four students who will benefit from ongoing intervention in 2023. If COVID funding is again received, these four students will be reassessed at the commencement of 2023 and grouped according to identified need. It is anticipated that the MiniLit program (and possibly MultiLit) will be used to support these students four days per week to continue to improve their reading skills.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	13	14	14
Girls	7	8	7	8

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	89.9	83.7	98.1
1	95.5	100.0	80.8	86.2
2	88.6	100.0	96.1	85.1
3	94.6	88.0	90.9	92.9
4	95.1	95.5	79.3	88.2
5	84.7	99.4	88.5	80.2
6	91.5	91.4	78.2	87.8
All Years	91.4	92.4	83.6	86.7
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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.58
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.07

\*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>	102,987
<b>Revenue</b>	585,329
Appropriation	560,551
Sale of Goods and Services	245
Grants and contributions	18,424
Investment income	548
Other revenue	5,561
<b>Expenses</b>	-565,453
Employee related	-512,367
Operating expenses	-53,086
<b>Surplus / deficit for the year</b>	19,876
<b>Closing Balance</b>	122,863

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>	13,017
<b>Equity Total</b>	53,709
Equity - Aboriginal	7,730
Equity - Socio-economic	27,058
Equity - Language	0
Equity - Disability	18,921
<b>Base Total</b>	384,872
Base - Per Capita	5,306
Base - Location	10,106
Base - Other	369,459
<b>Other Total</b>	75,758
<b>Grand Total</b>	527,356

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.

## Parent/caregiver, student, teacher satisfaction

Towamba Public School Parents and Citizens Association (P&C) work hard to support the school through various fundraising initiatives. The level of financial support offered to our families by our P&C is significant. Support is also offered through the provision of equipment and resources along with significantly subsidising the cost of incursions/excursions and school camps. The P&C meets each term to discuss school activities and programs and are welcomed into our school to support the home-school connection and student learning. 100% of parents surveyed reported that they feel welcome at school and can easily talk to their child's teacher. 92% of respondents report that they feel well-informed and that communication from the school is easily understood.

Student satisfaction was gathered through in-house surveys based on the focus areas of the Tell Them From Me surveys. It should be considered that in a small school context, actual data can not be reported, however review of the data indicated that students feel safe at school, they can identify someone at school who can help them and believe that their teachers care about them. We will continue to develop skills in our students to support them in learning to independently manage problems and playground issues, to support student wellbeing.

Staff at Towamba PS are extremely collaborative in their approach to driving student learning outcomes and supporting student wellbeing. Staff Development Days are shared between supporting in-house professional learning needs and also connecting with our community of schools through the Sapphire Coast Learning Community. Staff morale is high in our close knit learning hub and we contribute to the management of our collective and individual wellbeing through open, honest and regular communication to support mental health and the management of high workloads.

Next steps are to investigate methods of streamlining planning, programming and assessment to enable better time management within our small school context whilst continuing to offer a high level of support to students, families and staff.

# 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.