2022 Annual Report

Tullibigeal Central School

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Introduction

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

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

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School vision

At Tullibigeal Central School we ensure there is high quality learning for every child, with a culture of high aspirational expectations for learning progress and achievement. This is demonstrated through a commitment to the pursuit of excellence by the whole school community. Every student is known, valued and cared for and every student is engaged, challenged and continues to learn and grow.

School context

The village of Tullibigeal is situated on the lands of Wiradjuri country in central NSW. Tullibigeal is an Aboriginal word from the Wiradjuri culture meaning "yarren wooden spear." 1920 saw the establishment of Tullibigeal Central School. This resulted in the amalgamation of many small schools around the district. Dry area farming is predominately the focus of employment. There is a feedlot within the area which is the second largest employer. With declining numbers in neighboring schools it was decided to provide a central school area for the district.

Tullibigeal Central School is an inclusive school with current enrolment of 41 students, kindergarten to year 12.

Our Stage 6 students are a part of the Lachlan Access Program (LAP). LAP has been running for 30 years and is a part of a diverse range of Access Programs across the state that provide opportunities for students to study Stage 6 courses within their own community. This access program also supports some students to be extended in Stage 5. Teachers work collaboratively to deliver curriculum through a blended online learning platform.

Tullibigeal Central School partner with local community organisations such as Country Women's Association, the Lake Cargelligo Show Society and Blue Waters Exhibition and local Cooperative store.

Our current staffing entitlement in 2021 was 10 teaching staff and 3.4 non-teaching staff. The school employs Student Learning Support Officers through the use of school funds. Our executive staff is stable with the majority at the school for more than five years. 15% of our staff are in their early career as teachers. We have fostered strong partnerships with universities, through the Aspire program and work closely with the local Aboriginal Education Consultative Group (AECG) in Lake Cargelligo. The school employs a Careers Support officer to assist students with career opportunities and work experience.

A comprehensive Situational Analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan. This involved genuine consultation with students, staff, parents and the local AECG. Through our Situational Analysis, we have identified high level of areas for improvement which will be resourced by the school's equity funding to support a range of initiatives. The school is committed to continually improving effective classroom practices with high impact professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning. There will also be a focus on Higher School Certificate performance. This will include staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each staff member will develop ways of deepening the knowledge base of their students. Through school leadership there will be a culture. high expectations.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data.

Initiatives

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

- Data driven practices that lead to improvement

Resources allocated to this strategic direction

Integration funding support: $53,094.00
Aboriginal background: $1,987.73
Low level adjustment for disability: $34,736.93
COVID ILSP: $35,878.00
School support allocation (principal support): $13,945.00
Socio-economic background: $19,582.00

Summary of progress

In 2022, the focus was professional Learning and evidence-based teaching practices in literacy and numeracy, as well as data. informed practices. Writing, phonics and teaching big ideas in numeracy featured significantly in work in Strategic Direction 1. Executive staff analysed student achievement data in literacy and numeracy and professional learning was designed and delivered across the school. This included number talks for primary staff, as well as completing 5.5 hours of professional learning around vocabulary blended learning, focusing on creating texts explicitly around improving vocabulary in students writing.

The rationale of this learning directly linked to the Premier's Priorities to increase the number of students in the top two bands. Whole school and primary/secondary meetings continued and focused on practical based vocabulary practices within the classroom. Programs, student samples and teaching ideas were discussed and shared, as well as, collaborative based discussions and lesson observations in line with the professional development plan process continued. Through staff surveys we found that staff enjoyed working with peers to observe each other's teaching and found this was a positive result of implementing the explicit teaching of vocabulary within the school.

The executive team led teachers to unpack, interpret and analyse several data sources including check-in assessments and NAPLAN. Next steps in terms of data was to lead teachers to look at multiple data sources to determine the next steps for students. Learning and Support Teacher, Head Teacher and Secondary staff triangulated Check in assessment, student assessments and teacher observations to decide if strategies such as MacqLit and targeted numeracy and literacy activities were having beneficial outcomes on students' progress. All students in Year 10 to 12 successfully completed the HSC Minimum Standards, targeted students were provided with additional support where needed. A shift to use the students results of the minimum standard to help provide appropriate pathways for students moving into stage 6 was implemented and this process will continue.

In 2023, the school will become a part of the Leading Evaluation, Evidence and Data initiative and will be provided with support over the coming two years with professional learning in the effective use of evaluation, evidence-based and data-informed practices and processes, which will support improved student learning outcomes. Processes established in 2022 for PDPs and student conferences for feed forward on where to next in their learning will continue.

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
Year 3 and 5- improvement in the percentage of students in the West Wyalong network small cohorts group achieving in the top two bands in	In 2022, the West Wyalong small cohort network lower bound Primary Reading target of 35% was not achieved, falling short of the baseline of 28.5% by 2.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is

NAPLAN to be at least above the system negotiated targets in reading of 35%.	reported directly to parents and carers throughout the year.
Year 3 and 5- improvement in the percentage of students in the West Wyalong network small cohorts group achieving in the top two bands in NAPLAN to be at least above the system negotiated targets in numeracy of 30%.	In 2022, the West Wyalong small cohort network lower bound Primary Numeracy target of 30% was not achieved, falling short of the baseline of 24.5% by 3.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Year 9 - Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in numeracy of 24.7%	In 2022, the small cohort network lower bound Secondary numeracy target of 24.7% was not achieved, falling short of the baseline of 24.5% by 17.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Year 9- Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in reading of 21.7%	In 2022, the West Wyalong small cohort network lower bound Secondary Reading target of 21.7% was not achieved, falling short of the baseline of 16.6% by 5.6%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

Purpose

In order to ensure every student improves every year staff will learn and apply highly effective teaching practices.

Initiatives

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

- Highly effective teaching practices
- Innovative Blended Teaching Practices (LAP)

Resources allocated to this strategic direction

AP Curriculum & Instruction: $60,228.40
Professional learning: $22,722.43
QTSS release: $4,941.60

Summary of progress

In 2022, a focus on highly effective teaching practices stemming from collaborative practice that supported the analysis of data to pinpoint individual students area of need. This was used to inform planning, identify interventions and modify teaching practices across all K-6. Student Learning Support Officers were up skilled in InitiaLit and MacqLit to enhance our small student to teacher ratio during literacy groups to provide systematic and explicit small group instruction. Regular data points were collected at the beginning of year and then frequently and systematically throughout the InitiaLit and MacqLit programs to test for mastery and to see if content needed to be revised.

K-6 teaching staff and Assistant Principal, Curriculum and Instruction were trained in Professor Pamela Snow and Associate Professor Tanya Serry's Science of Language and Reading in 2021, and in 2022 this provided staff with an explicit understanding of the importance of reading in the early years. Staff used this understanding to support programs within the early years to improve the teaching of literacy and numeracy.

Staff Kindergarten to Year 12 have completed teacher directed vocabulary professional learning which was supported by the importance of a shared belief of a focus on improving students outcomes and through building teachers capacity in a narrow and deep way which allow for change to occur within the classroom. Throughout 2022, a focus across the school was on improving vocabulary in every classroom this was a result of looking at the data and seeing students struggle with using a variety of vocabulary. Staff were up skilled and embedded explicit vocabulary instruction into the classrooms. There was evidence within the classroom of students work samples and in staff programs. Staff were able to engage in fortnightly staff meetings around vocabulary training and this displayed evidence of engagement by the staff within their classrooms. Students have engaged with the vocabulary lessons and are now motivated to experiment with vocabulary in their own writing. We have observed a shift with students feeling more confident to independently write.

Using the High Impact Professional Learning model, the school executive identified the focus areas of professional learning that are driven by student needs, school leadership teams enabling professional learning and using collaborative and applied professional learning to strengthen teaching practices, data shows that a focus on writing is needed and teachers wish to improve their skills to teach this systematically. Teachers need to be confident with the new syllabus so that they can either teach from it or have an awareness of the foundations of literacy and numeracy.

In 2023, future directions will be around the implementation of the new English and Mathematics syllabuses, as well as all staff completing The Writing Revolution professional learning to improve writing across the school. Through this learning and the understanding of the new syllabus it is expected that staff will gain the skills to teach writing in an explicit way which will result in all learners gaining the skills needed to improve their writing. The executive team will facilitate this learning by providing the structures of peer observations, time to collaborate with colleagues and to improve their skills.

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

Year 5- Improvement in the percentage of students achieving expected growth in NAPLAN reading working towards to the schools lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Year 5- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy working towards to the schools lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Year 9-Improvement in the percentage of students achieving expected growth in NAPLAN numeracy working towards to the schools lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Year 9-Improvement in the percentage of students achieving expected growth in NAPLAN reading working towards the schools lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Increase in the percentage of students in the Lachlan Access Program achieving in the top 3 bands of HSC course results by a minimum of 12.0% in order to meet the lower bound system-negotiated target of 27.6%.	In 2022, the Lachlan Access Program continued to exceed the baseline of 15.6% of students in the Top 3 HSC Bands, demonstrating progress towards the lower bound system-negotiated of 27.6%.

Strategic Direction 3: Culture of high expectations

Purpose

In order to achieve a culture of high expectations across our school community we will foster effective partnerships to develop a shared responsibility for engagement, development and success of all students.

Initiatives

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

- High expectations learning culture

Resources allocated to this strategic direction

Per capita: $9,854.54
Location: $33,189.56

Summary of progress

In 2022, the school implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. This year, staff provided rich key learning activities across stages and students completed activities in small groups, with extra curricula opportunities provided for all students which was hands on and student led to provide high student engagement. Through Creative and Performing Arts Stage 4 students designed and created a garden and sensory play area for primary students to engage in during play time. This was a highly engaging project for all involved.

All students were provided with an opportunity to attend an extra-curricula excursions where they engaged in student focused learning in different areas of the curriculum. All students involved enjoyed the hands-on learning and experiencing the extra-curricula activities outside the school grounds. Throughout the year, the school focused on transition points for student learning and provided support for students so they could have a smooth transition moving forward. The Kinder Start program begins in semester 2 and provides students with awareness of the procedure for school for those students who will be attending the following year. In term 4, a 6 to 7 transition was held and provided insight for students moving into high school. There was an extensive work experience opportunity provided for those students in stage 5 and 6. These targets transition points have allowed students to feel confident when moving throughout their educational career.

A continuing focus for 2022 was attendance and wellbeing and there were slight changes made to both areas which reflected a growth in attendance for some students.

In 2023, attendance and wellbeing will continue to be a target. An investigation was completed in 2022 to work out the best program, to support students moving forward with their well being and the executive have decided to implement Hugh van Cuylenburg's The Resilience Project. This program will support the wellbeing of every student in the school and will deliver emotionally engaging programs and provide evidence-based, practical wellbeing strategies to build resilience through teaching positive mental health strategies to help students become happier and more resilient. The High Potential and Gifted Education policy will be a focus for staff in 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
The school will maintain positive levels of well being above the base line data of 52% according to the three domains from the Tell Them From Me survey (advocacy, belonging and expectations) and internal surveys.	The number of students who maintain positive levels of wellbeing at Tullibigeal Central School has increased to 79% for expectations for success and sense of belonging, and have remained at 63% for advocacy for school from the Tell them from survey.
Primary- Increase the number of students attending 90% of the time to	The number of students attending greater than 90% of the time or more has decreased to 52.8% with an average attendance rate of 89.4%, however.,

be at or above the lower bound target of 70%	80.6% of students attend 85% or above.
Secondary- Increase the number of students attending 90% of the time to be at or above the lower bound target of 50%	The number of students attending greater than 90% of the time or more has decreased to 16.7% with an average attendance rate of 81%.

Funding sources	Impact achieved this year
Integration funding support $53,094.00	Integration funding support (IFS) allocations support eligible students at Tullibigeal Central School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices that lead to improvement **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** One to one support for student learning within the classroom allowing the student to learn in the mainstream classroom. **After evaluation, the next steps to support our students will be:** Continue to support student learning, with a targeted program to improve students knowledge in areas of need.
Socio-economic background $19,582.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Tullibigeal Central School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices that lead to improvement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support [name] program implementation. **The allocation of this funding has resulted in the following impact:** Staff providing support for individual support in the classroom in the primary years. Intensive learning within the IntiaLit program targeting programs for students with low literacy needs. **After evaluation, the next steps to support our students will be:** Continue to engage a school learning support officer to support students in literacy and numeracy. Some support will be provided in supporting extra curricular activities.
Aboriginal background $1,987.73	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tullibigeal Central 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:** • Data driven practices that lead to improvement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** One to one support for aboriginal students within the classroom focusing on literacy and numeracy targeted areas.

Aboriginal background $1,987.73	**After evaluation, the next steps to support our students will be:** Continual support will be provided for students to help support their understanding of literacy and numeracy within the classrooms.
Low level adjustment for disability $34,736.93	Low level adjustment for disability equity loading provides support for students at Tullibigeal Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices that lead to improvement **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** The allocation of a School Learning and Support Officer has provided support across the school to help students to access the curriculum in the mainstream classrooms. Through Learning Support Team, students are identified and support is provided in specific ways. **After evaluation, the next steps to support our students will be:** Next year staff will further support students in a systematic way using data to inform where students needs are through the InitiaLit program.
Location $33,189.56	The location funding allocation is provided to Tullibigeal Central School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High expectations learning culture **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses **The allocation of this funding has resulted in the following impact:** To provide learning opportunities to all students, through supporting incursion costs for all. **After evaluation, the next steps to support our students will be:** Continue to support students to provide learning opportunities to students through a variety of learning experiences.
Professional learning $22,722.43	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 Tullibigeal Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly effective teaching practices **Overview of activities partially or fully funded with this initiative funding include:** • Assistant Principal Curriculum & Instruction employed to support professional learning across the school. • Staff complete professional learning targeting literacy and numeracy with a focus on vocabulary.

Professional learning $22,722.43	**The allocation of this funding has resulted in the following impact:** Targeted staff have completed InitiaLit training and are all integrating within the classroom. All students have shown growth who have been involved in the program. Staff are now more confident in focusing on providing explicit teaching of vocabulary within the classroom. Students are actively integrated higher vocab words within their writing. **After evaluation, the next steps to support our students will be:** InitiaLit program will continue to run for the first hour of the primary day, with targeted groups supporting the program. A shift towards writing will be the focus for the whole school in 2023 with all staff completing The Writing Revolution program.
QTSS release $4,941.60	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tullibigeal Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly effective teaching practices **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Improved understanding of literacy and numeracy for all staff with data focus to inform planning. A focus area of vocabulary was implemented across the whole school. Any student not reaching expected target are supported to improve through small group support. **After evaluation, the next steps to support our students will be:** Ongoing support provided for students when needed. Staff will be supported through the Assistant Principal Curriculum & Instruction to target focus areas across the school. Next year, there will be a focus on improving writing across the school.
COVID ILSP $35,878.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices that lead to improvement **Overview of activities partially or fully funded with this targeted funding include:** • providing intensive small group tuition for identified students who were targeted to improve in literacy and numeracy. **The allocation of this funding has resulted in the following impact:** Students supported in small groups focusing on literacy and numeracy. All students have shown some improvement towards their learning goals. **After evaluation, the next steps to support our students will be:** Continue to implement small group tuition using data sources to identify specific student needs. Data driven practices will be a focus on improving student outcomes.
AP Curriculum & Instruction $60,228.40	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

AP Curriculum & Instruction $60,228.40	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
	  • Highly effective teaching practices
	
	Overview of activities partially or fully funded with this Staffing - Other funding include:
	  • Employment of Assistant Principal Curriculum & Instruction to support professional learning for all staff. Assistant Principal Curriculum & Instruction targets explicit areas of need for staff and support explicit teaching within the classroom.
	
	The allocation of this funding has resulted in the following impact:
	Primary staff have become confident in explicitly teaching the InitiaLit program in all years Kindergarten to Year 2. Staff are now confident in using data regularly through the InitiaLit program to program and teach areas of needs for individual students.
	
	After evaluation, the next steps to support our students will be:
	Continue with staff implementing the InitiaLit program across the primary. A targeted focus across the school will be focusing on writing in 2023 and will be supported by The Writing Revolution. Assistant Principal Curriculum & Instruction will focus on supporting the implementation of this.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	22	26	18	21
Girls	35	27	21	21

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 has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	88.1	98.2	94.1	91.9
1	93.8	87.6	96.1	88.9
2	97.3	94.5	87.9	91.6
3	94.4	98.2	90.8	82.0
4	96.9	94.1	92.0	85.4
5	91.8	97.5	92.7	84.1
6	92.0	93.4	93.7	88.2
7	85.6	94.4	89.7	
8	91.3	93.8	84.9	86.5
9	90.5	85.0	86.2	73.9
10	94.7	93.2	93.1	80.6
11	88.6	92.4	89.0	88.2
12	86.4	90.3	78.2	82.0
All Years	92.2	94.0	90.9	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
7	91.2	92.1	89.7	
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	100	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Tullibigeal Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Tullibigeal Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Head Teacher(s)	1
Classroom Teacher(s)	5.9
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.38
School Administration and Support Staff	3.41
Other Positions	0.1

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	74,804
Revenue	2,067,237
Appropriation	1,968,702
Sale of Goods and Services	1,984
Grants and contributions	23,813
Investment income	200
Other revenue	72,539
Expenses	-1,997,647
Employee related	-1,727,866
Operating expenses	-269,781
Surplus / deficit for the year	69,590
Closing Balance	144,394

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

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	53,094
Equity Total	56,306
Equity - Aboriginal	1,988
Equity - Socio-economic	19,582
Equity - Language	0
Equity - Disability	34,737
Base Total	1,417,522
Base - Per Capita	9,855
Base - Location	33,190
Base - Other	1,374,478
Other Total	362,150
Grand Total	1,889,072

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, Tullibigeal Central School collected feedback through Tell Them from Me and The People Matters Employee survey.

PARENTS

In the survey completed by the parents,

75% of parents want their child/children to complete their HSC, 38% want their child to study at University or TAFE.

100% of parents talk with their child's teacher two or more times a year.

75% of parents are actively involved within the school.

81% of parents believe that teachers have high expectations for their child to succeed.

89% of parents belief their child is encouraged to do his or her best work.

94% of parents believe the school supports positive behaviour and their child understands the rules of school behaviour.

97% of parents believe their child feels safe to attend school.

91% of parents believe the teachers try to understand the learning needs of students and that all staff take an active role in making sure all students are included in school activities.

Most parents feel the most useful communication between the school and home is the informal meetings and formal interviews the school holds.

The parents find text messaging and social media the best ways to find out news about the school.

Parent satisfaction is high and established positive platforms for communication will continue to be developed.

STUDENTS

There were 30 responses competed by students in years 3 to 12.

75% of students know here to seek help if they are bullied.

83% of students have friends at school they can trust and who encouraged them to make positive choices.

75% of students believe that schooling is useful in their everyday life and will have strong bearing on their future.

67% of students feel accepted and valued by their peers and by others at their school.

63% have a positive advocacy for school.

79% feel they have a positive expectations of success.

79% of students have a positive sense of belonging within the school.

STAFF

100% completed the people matters survey and staff indicated the following:

100% feel that they feel a sense of belong to the Department.

100% are satisfied with the opportunities available for career development in the Department.

100% believe the Department meets the needs of the communities, people, and/or businesses of NSW.

100% would recommend the department as a great place to work.

100% are proud to tell others they work for the department of Education.

75% of staff feel the school is well maintained.

74% of staff uses data to inform practice.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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