

2022 Annual Report

Tumbarumba Public School



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Introduction

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

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

School contact details

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Message from the principal

At Tumbarumba Public School we are proud of our strong community links which creates a connected and caring school where students benefit from the a planned and proactive engagement with parents/carers and the broader community. We value the inextricable link between parental engagement and a child's academic success and social wellbeing and strive to ensure every child has the opportunity to flourish under our care.

Jennifer Lumsden

School vision

At Tumbarumba Public School all members of the school community work together to create an innovative and challenging learning environment with high expectations of achievement and where every student is known, valued and cared for.

School context

Tumbarumba Public School has an enrolment of 170 students with 10% of our students identifying as Aboriginal background. Tumbarumba Public School is situated in the picturesque foothills of the western slopes of the Snowy Mountains. Our community is varied and vibrant with our families working in a range of rural, timber and tourism industries. Our school culture is founded on students, staff, parents and the wider community working together to promote school excellence.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Analysis conducted against the student outcome measures provided evidence that the majority of our students are working in the middle 2 Bands of NAPLAN. Focusing on high expectations and explicit teaching strategies will support the increase of students into the top two bands and expected growth in both reading and numeracy.

Focus areas include developing skills in the use of data to measure student progress in reading, writing and numeracy with gap analysis showing a need to improve in specific areas of number and geometry and continual improvement in delivering high quality teaching and learning to our students.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth or above in Literacy and Numeracy we will embed school-wide practices for all in using internal and external assessment, deepening teacher knowledge of data literacy and skills to monitor, plan, deliver and report on student 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.

- Embedding assessment and feedback for learning
- Data skills and use for student growth

Resources allocated to this strategic direction

QTSS release: \$31,488.35

Summary of progress

In 2022, in this initiative, there was a planned focus on embedding, reviewing and adapting formative assessment and feedback as an integral part of daily instruction in every classroom and also to enable students to be actively involved in their own learning. Evidence of successful development of skills was collected and internal data has shown student growth in targeted areas.

In 2023, leaders will continue to support teachers in embedding the use of assessment strategies consistently in every classroom across the school. They will guide feedback on learning and support for students to become active learners and managers of assessing their own progress, and giving and receiving feedback. Teachers will be encouraged to document evidence of formative assessment strategies and impact to create a bank of resources for staff to use in everyday classroom practice. The Tumbarumba Public School assessment schedule will be updated to reflect changes introduced in the new K-2 syllabuses.

The focus for 2022 was on assessment processes for data analysis to be used to inform teaching and planning.

The Assistant Principal, Curriculum and Instruction (AP,CI) led regular collaborative sessions with stage teacher teams to analyse and evaluate student progress using Check-in and NAPLAN data in order to identify trends and gaps in student achievement in reading and numeracy. Department of Education (DoE) assessment tools were used, including Best Start Kindergarten Check, Phonemic Awareness Diagnostic, Phonics Diagnostic, Yr 1 Phonics checks and the Number and place value assessment. These assessments were systematically utilised across Kindergarten to Year 2 students and with targeted students in Years 3-6. Assessment data was used to monitor student progress towards achieving stage learning goals and to create differentiated and individualised teaching and learning programs for students requiring further intervention. Intervention was provided for students using COVID Intensive Learning Support Program funds and SLSOs.

Learning Sprints were implemented in K-6 classrooms in Measurement and Geometry selected as a focus because of lower achievement trends identified across all stages in these outcomes. Check-In assessments have shown growth in the focus area of Measurement and Geometry from Term 1 to 4 with Year 4 +11.9% and Yr 6 +8.3%.

In 2023, leaders and teachers will be collecting benchmark data from internal assessment data in Term 1 and ongoing in Terms 2, 3 and 4 to analyse for individualising and differentiating teacher programs and monitor student growth. Focus areas will continue to be reviewed along with unpacking staff understanding of data literacy and analysis to guide planning and teaching stage outcomes.

Attendance Matters and proactive strategies have been introduced, and the school will encourage a positive culture of whole school attendance.

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
<ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy to achieve a minimum uplift of 6.5% from the baseline. 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 20% of students in the top two skill bands for reading indicating achievement of the lower-bound system negotiated target.
<ul style="list-style-type: none"> • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is trending upwards to achieve improvement of 5.5% from baseline data. 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 18% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.

Strategic Direction 2: Explicit teaching through evidence-based practices.

Purpose

In order to achieve school-wide high expectations for student achievement we will focus on continual improvement of teacher quality through identifying, understanding and implementing the most effective explicit teaching methods, the highest priority being given to evidence-based teaching strategies and curriculum delivery resulting in increased student engagement and wellbeing.

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 quality delivery of curriculum
- Whole school approach to effective classroom practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00
Socio-economic background: \$132,006.00
Aboriginal background: \$21,130.00
English language proficiency: \$2,716.00
Low level adjustment for disability: \$80,289.00
Integration funding support: \$230,962.00
Professional learning: \$2,512.00
Per capita: \$41,692.00

Summary of progress

In 2022, Tumbarumba Public School aimed to increase student engagement through evidence-based learning that targeted each student's individual needs.

This was achieved by improving the teachers' skills in early reading and numeracy using research-based explicit teaching techniques, tools and resources. Assistant Principal, Curriculum and Instruction worked closely with stage teacher teams to provide daily intervention lessons. Identified students were also supported by collaboration with the Centre for Effective Reading, targeting intervention for Stage 3 students in reading resulting in strong growth in assessment data.

The implementation of the new syllabus focused on implementation of explicit strategies in teaching reading. Heggarty Phonemic Awareness Curriculum has been introduced across K-2 to explicitly teach phonemic awareness, and decodable texts have been purchased to enable K-2 students to access appropriate readers for school and home reading.

In 2023, the school will continue to implement the new English and Maths K-6 syllabuses, with a focus on improving student well-being, maintaining and increasing students' sense of belonging and expectations of success, and improving recognition of drivers of student outcomes.

Attendance Matters and proactive strategies have been successfully implemented in 2022, and the school will encourage a positive culture of whole school attendance 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
• Uplift of students reporting a positive sense of wellbeing from the negotiated baseline.	• 82% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards the school-based progress measure of 87% of students.
• Increase the percentage of students	• The number of students attending greater than 90% of the time or more

attending school 90% of the time from the system negotiated target.

has decreased by 13%, however this figure was significantly affected by public health orders.

Strategic Direction 3: Collaboration and feedback to sustain quality teaching and learning.

Purpose

To create a high performance culture and whole school improvement through embedding explicit systems for collaborative practice and feedback to drive continuous improvement.

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.

- Collaborative Practice and Feedback
- Continuous Improvement

Resources allocated to this strategic direction

Professional learning: \$19,514.00

Summary of progress

In 2022, the executive continued to seek to improve their leadership skills by enrolling in Simon Breakspear's Agile Leadership Program with the intention of gaining collective skills and a common understanding of the implementation of effective improvement processes.

Participation by the executive team in the Agile Leadership Program enabled the development of strategies which would show impact on student growth. The leadership team utilised tools to focus whole school improvement in the strategic direction priority of measurement and geometry. A plan for each term's activities was developed and implemented with evidence of growth monitored by the collection of baseline data and ongoing evidence of impact. Learning Sprints in the area of Measurement and Geometry focused on students from Kindergarten to Year 6 improving reading and understanding of questions and the selection of appropriate strategies to problem solve questions.

In 2023 resources from Agile Leadership will be utilised in developing Implementation and Program Monitoring priorities and activities for 2023.

Tumbarumba Public School's involvement in the LEED program over three years has increased leader and teacher ability to identify needs, gather evidence and target individual student, whole class and whole school trends in learning. At the commencement of the LEED program three years ago, leaders and teachers had expressed their low level of confidence in collecting, analysing data to support goals to increase learning. In 2022 there is evidence of increased teacher capacity and activity across the school to use a range of data sources and skills which has resulted in a focus on improved student outcomes.

In 2023, resources from both the participation in Agile Leadership and LEED will be utilised in developing and embedding Implementation and Program Monitoring priorities, activities and evaluation processes. This will include regular use of the strategies and tools to ensure activity progress is being actioned, monitored and evaluated at regular points of the year. Leaders will be delegated to manage specific Strategic Direction Initiative teams and report progress to the executive for evaluation of progress towards achieving 2023 Annual progress measures.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the proportion of students achieving expected growth by 4% from the baseline data in reading.	• 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 students achieving expected growth by 4% from the baseline data in numeracy.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$230,962.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tumbarumba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Provision of 1:1 Learning support in mainstream classes for students with confirmed disabilities and receiving Integration Funding. Students with confirmed disabilities have substantial intervention to enable access to appropriate support and differentiation in all areas of learning.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team through the provision explicit training in the delivery of individualised learning programs.</p>
<p>Socio-economic background</p> <p>\$132,006.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tumbarumba Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Teacher Resource Hub Professional Development to support student learning. • employment of additional staff to support phonics, phonological awareness, fluency and vocabulary program implementation and individualised support. <p>The allocation of this funding has resulted in the following impact: Every student is supported in establishment of sound foundational reading skills with immediate responsive support to students. Students in Years 3-6 are also screened for gaps in learning to provide support for all student to successfully build fluency and comprehension skills in line with age expectations. Growth data for these areas in PLAN2 showed 32% increase for Kindergarten Phonological Awareness from Term 1 to Term 4.</p> <p>After evaluation, the next steps to support our students will be: Continue to build the capacity of teachers and SLSOs by strategic professional development and support from the ACPI in modelling effective strategies for teaching and assessing. Ensure benchmark and growth assessments monitor impact of programs and continue to implement immediate support for students showing gaps in learning.</p>
<p>Aboriginal background</p> <p>\$21,130.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tumbarumba 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>Aboriginal background</p> <p>\$21,130.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal students engaging in the creation and monitoring of their Personalised Learning Plans ensuring meaningful engagement in their culture at school. Additional SLSO time in all classes ensures differentiated learning is implemented and showing student growth; Increased engagement with the Ngarigo Snow People in Tumbarumba regularly visiting school and sharing cultural knowledge with students and Welcome to Country at fortnightly assemblies.</p> <p>After evaluation, the next steps to support our students will be: Ensure all teachers are specifically monitoring Aboriginal students and are aware of their progress markers or areas of need. Ensure Aboriginal cultural knowledge is integrated into all teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$2,716.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tumbarumba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: SLSOs in all classrooms enabled targeted evidenced-based learning plans as developed by the classroom teacher and supported in both individual and small group lessons. Student progress was monitored in PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: To provide EALD Progression levelling PL to teachers and SLSOs to increase capacity to identify learning needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$80,289.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tumbarumba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$80,289.00</p>	<p>Allocation of funds for LST coordinator and teacher were unable to be utilised due to lack of availability of staff to fill these roles. SLSOs took on the roles of working with students using targeted lessons planned by the classroom teachers. SLSOs worked effectively however the work load of teachers was increased in having to prepare additional lessons. Other administrative roles to be completed by the LST coordinator were transferred to other members of staff.</p> <p>After evaluation, the next steps to support our students will be: ensure teachers are using additional SLSO allocation to maximise individual student needs by reviewing the Learning and Support activities used by SLSOs for small group interventions. APCI to monitor effective management and support of SLSOs in the classrooms and assist teachers to utilise their SLSOs to improve student outcomes.</p>
<p>Location</p> <p>\$72,120.00</p>	<p>The location funding allocation is provided to Tumbarumba Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: enable equitable access for all students to educational activities.</p> <p>After evaluation, the next steps to support our students will be: increased provision of opportunities resulting in improved student achievement of outcomes.</p>
<p>Professional learning</p> <p>\$22,026.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tumbarumba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High quality delivery of curriculum • Collaborative Practice and Feedback • Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive Team engaged with Simon Breakspear's Agile Leadership to improve leadership strategies, participated in the final year of LEED. Teachers engaged in professional learning to support implementation of the new syllabus. <p>The allocation of this funding has resulted in the following impact: Executive adopting strategies and methodology to refine and clarify the leadership and implementation of programs in the school has helped to give focus to monitoring and achieving strategic directions. Implementation of professional learning activities requiring staff to be off class was impacted by the shortage of casual teachers.</p> <p>After evaluation, the next steps to support our students will be: Use the feedback from teachers and student achievement results to direct future professional learning.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tumbarumba</p>

<p>\$31,488.35</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use for student growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: QTSS funds allocation was planned to release teachers from class twice term to collaborate with stage teachers under the leadership of the APCI to collect, analyse and use student data to plan for student learning and achieve growth in achievement of outcomes. Differentiated learning was implemented in all classrooms with teachers demonstrating increased skill in using data effectively. Students are beginning to show the impact of the implementation of the new phonemic awareness and phonics programs already identifying growth in target areas. Teachers are also expressing increased confidence in using the new programs and teaching resources.</p> <p>After evaluation, the next steps to support our students will be: Continue to build depth in use of data to determine teaching and learning programs and implementation of the 3-6 syllabus in 2023.</p>
<p>COVID ILSP</p> <p>\$97,546.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: Using PLAN2 data, classroom teachers collaborated with COVID teachers to determine students who required specific development in skills and strategies and create learning activities which were implemented in small groups enabling students to achieve their stage appropriate learning goals. COVID teachers reported satisfaction in being able to target specific tasks and see growth in student achievement. SLSOs were also employed to deliver intensive learning groups under the direction of their classroom teachers who would identify and plan activities to be implemented by SLSOs.</p> <p>After evaluation, the next steps to support our students will be: Continue using available funds to improve student outcomes in targeted small group teaching.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	77	70	70	76
Girls	87	90	95	91

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	93.3	90.6	89.4
1	89.6	90.4	90.4	88.9
2	90.1	91.0	87.7	87.8
3	90.6	89.4	89.7	88.4
4	87.6	88.3	92.8	83.6
5	90.1	87.1	89.5	86.9
6	88.1	86.5	90.1	87.5
All Years	89.6	89.6	90.1	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*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	214,226
Revenue	2,492,037
Appropriation	2,429,523
Sale of Goods and Services	12,441
Grants and contributions	48,920
Investment income	1,153
Expenses	-2,328,666
Employee related	-2,084,571
Operating expenses	-244,095
Surplus / deficit for the year	163,370
Closing Balance	377,597

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	230,962
Equity Total	236,141
Equity - Aboriginal	21,130
Equity - Socio-economic	132,006
Equity - Language	2,716
Equity - Disability	80,288
Base Total	1,543,684
Base - Per Capita	41,692
Base - Location	72,120
Base - Other	1,429,872
Other Total	244,002
Grand Total	2,254,789

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Seven Parents and Carers responded to the annual Tell Them From Me survey with the link shared on the Tumbarumba School FaceBook Page, the School Newsletter and the P&C online communication group. Further data was sought in an online poll in response to a series of information videos created by teachers to inform parents about teaching and learning at Tumbarumba Public School particularly as attending meetings has not been possible over the past three years for many parents and carers.

Due to the small numbers of respondents, the data must be treated with careful consideration. Significant positive responses stated the school supported positive behaviour, was inclusive and parents felt welcome at school. Communication supported the range of methods used citing social media as the most successful and formal written reports as the least. More parents who participated in the survey expected their students would attend TAFE over completing secondary or tertiary education.

Student feedback in the Tell Them From Me Survey indicated a decrease in a Sense of Belonging. In 2023, it is the participation in The Resilience Project across the school will build a culture of positive environment with a focus on Gratefulness, Empathy and Mindfulness. This will increase opportunities for students and staff to be active, positive and build positive relationships and values.

Teacher feedback has indicated teachers valued professional development in the implementation of the new syllabus however would like continued explicit support in the classroom with delivery in 2023. The Tell Them From Me survey was completed by 75% of teachers and showed they strongly agreed that Tumbarumba Public School demonstrated significant drivers of student learning through Learning Culture, use of Data Informed Practice, Teaching Strategies and as an Inclusive School. They also agreed the importance of Collaboration, Parent Involvement and Leadership as drivers of student learning.

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.