

2022 Annual Report

Tumbulgum Public School



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Introduction

The Annual Report for 2022 is provided to the community of Tumbulgum 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

Tumbulgum Public School

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School vision

The Tumbulgum Public School community believes literacy and numeracy are the foundations of learning, but social and emotional development are essential to our students' futures. Our vision at Tumbulgum Public School is to empower students to be successful learners with strong values, who understand how they learn, take responsibility for their own learning and who have happy, productive relationships.

School context

Tumbulgum Public School is a friendly, happy small school approximately 10km from Murwillumbah.

The community deeply appreciates the value driven wellbeing program, which caters to our students needs. In 2022, the school had 22 enrolments, of which 13.6% identify as Aboriginal and/or Torres Strait Islander.

Literacy and numeracy are valued by the community, but educating the whole child through technology, sport, creative arts, excursions and effective behaviour management are also seen as important. Students work on individualised programs to promote engagement and achievement.

The parent body is very supportive of the school and makes valuable contributions to school life. The school is also embraced by the local community with strong links to local businesses and residents.

The school is a member of the Tweed Small Schools collegiate, a group of 12 small schools that work collaboratively to support each other in delivering quality educational experiences. Students are involved with transition to high school programs through Murwillumbah High School.

The school community has undertaken a situational analysis which has shown our focus to be improvement in reading and numeracy outcomes; wellbeing of school and community; and continuous improvement for all staff.

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	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Student learning in literacy and numeracy will be maximised through research-proven teaching practices that foster growth and 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.

- What Works Best
- Data in practice

Resources allocated to this strategic direction

Socio-economic background: \$55,724.34

Low level adjustment for disability: \$20,539.30

Integration funding support: \$135,339.00

Literacy and numeracy: \$3,776.68

Summary of progress

In 2022 our focus was building student achievement in reading and numeracy. The significant flood event that occurred in northern NSW, including the school being relocated to another site, was a significant barrier in our ability to implement the planned activities in Semester 1. This resulted in a shift in our focus in Semester 2 towards ensuring our students maintained continuity of learning whilst re-establishing our school community on site.

Semester 2 saw staff begin their preparation for the implementation of the new NSW Curriculum - English and Mathematics K-2 Syllabi. This involved participation in High Quality Professional Learning and the purchasing of resources to support its implementation such as quality texts and decodable readers.

Our focus in 2023 will be for teachers to participate in further High Impact Professional Learning and collaborate with colleagues to support 'What Works Best' quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. This focus will create, within our school a learning community, a focus on continuous improvement in student learning and teacher capabilities. It will also consist of embedded whole school protocols for collection, analysis and use of data to inform practice.

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 proportion of Year 3 and 5 students achieving expected growth in numeracy will be at the system-negotiated lower bound target of 60%.	Student growth could not be calculated in 2022 as the NAPLAN test was not run in 2020. However, individual student progress is reported directly to parents and carers throughout the year.
The proportion of Year 3 and 5 students achieving expected growth in reading will be at the system-negotiated lower bound target of 60%.	Student growth could not be calculated in 2022 as the NAPLAN test was not run in 2020. However, individual student progress is reported directly to parents and carers throughout the year.
Value-Add The NAPLAN value-add trend is positive for K-3, 3-5, 5-7	Student growth could not be calculated in 2022 as the NAPLAN test was not run in 2020.
Progressions students achieve the expected end of stage Reading, and Numeracy (QuN, AdS, MuS) progression levels	The percentage of students achieving the expected end of stage Reading and Numeracy progression levels has risen, but not all students have achieved these levels.

<p>Learning Intentions and Success Criteria are included in teacher programs</p>	<p>Due to significant flood impact, this has not been achieved and will be a focus in 2023.</p>
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Strategic Direction 2: Happy, healthy, peaceful and productive community

Purpose

To ensure our students have a supportive learning environment and are personally empowered to care for themselves, we will provide a planned approach to wellbeing, supporting high levels of wellbeing and engagement.

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.

- Behaviour
- Health

Resources allocated to this strategic direction

Professional learning: \$5,963.54

Aboriginal background: \$11,344.64

Summary of progress

With the school community heavily impacted by flooding in February, the student wellbeing focus shifted to providing support to enable recovery from this natural disaster. Extra counselling was provided for students, parents and staff. Partnerships were made with the Murwillumbah Family Centre to implement the Stormbirds program, a specialised program for children who have experienced a natural disaster. We worked with Headspace to ensure we were providing all possible support to our community at this time of crisis. This impacted some of our planned activities, but was necessary to strengthen social and emotional wellbeing following significant loss.

In 2023, staff will undertake professional learning to implement evidence-based practices and processes to support student learning success. New staff will participate in professional learning in 'The PAX Good Behaviour Game' where student behaviour and social emotional learning can be tracked. School wellbeing processes and procedures will be reviewed to reflect best practice across the school, and parents will become a valuable partners in our wellbeing processes. 2023 will see a promotion of a healthy school culture that is supported by strong collaboration with community. Focus will be to build a cohesive school community that provides emotional understanding and effectively caters to all students' needs.

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
Mindfulness is practised in each classroom daily and parents are educated about its benefits.	Mindfulness is practised daily in each classroom and parents have been informed of its benefits.
Student progress is monitored against the ACARA social emotional continuum and lessons are designed and delivered to cater to learning.	Due to disruptions caused by flooding, this progress measure has been delayed.
The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 70%.	54.5% of Year 1 to 6 students attend school at least 90% of the time, indicating that the school is yet to reach its target.

Strategic Direction 3: Aspirations for all

Purpose

Not only our students, but every teacher, every school support worker and every leader will be supported to improve and grow in order to support the highest standards in all school 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.

- What Works Best
- Professional Standards

Resources allocated to this strategic direction

QTSS release: \$5,401.29

Summary of progress

Self-assessment against the School Excellence framework shows the school currently performing at 'Delivering' for all focus elements. The school faced major disruptions in 2022, losing most resources and infrastructure. Efforts were focused on recovery, daily operations and on rebuilding community connections and redeveloping a sense of belonging.

In 2023 the focus will be on increasing all focus elements to Sustaining and Growing through implementing evidence-based practices to enhance teacher capacity through planned activities focused on the themes in What Works Best. This includes embedding whole school protocols for collection, analysis and use of data to inform practice and collaboratively developing and applying whole school assessment strategies. In classrooms, staff will be supported to provide evidence-informed best practice with the impact on student outcomes being positive. Additionally, administration staff will be supported through high impact professional learning to ensure the school's administrative systems and practices are also to the highest standard.

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
School self assessment using the school's excellence framework indicates that the school is 'Sustaining and Growing' in the element of Data Skills and Use.	Self-assessment against the School Excellence framework shows the school currently performing at 'Delivering' in the element of Data Skills and Use.
School self assessment using the school's excellence framework indicates that the school is 'Sustaining and Growing' in the element of Educational Leadership.	Self-assessment against the School Excellence framework shows the school currently performing at 'Delivering' in the element of Educational Leadership.
School self assessment using the school's excellence framework indicates that the school is 'Sustaining and Growing' in the element of School Resources.	Self-assessment against the School Excellence framework shows the school currently performing at 'Delivering' in the element of School Resources.
School self assessment using the school's excellence framework indicates that the school is 'Sustaining and Growing' in Management Processes.	Self-assessment against the School Excellence framework shows the school currently performing at 'Delivering' in the element of Management Processes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,339.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tumbulgum 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"> • What Works Best <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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • students with a disability and/or additional needs being well supported in their learning both in the classroom and the playground. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to have additional staff to ensure students with a disability and/or additional needs continue to receive this effective support.
<p>Socio-economic background</p> <p>\$55,724.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tumbulgum 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"> • What Works Best <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 students. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • students who needed additional support were provided with educational materials uniforms and equipment to ensure equal opportunities existed for all students at Tumbulgum PS. • Additional staff were also employed to ensure these students were adequately supported in both the classroom and the playground. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to monitor the needs of our student and where necessary, provide additional support for them including educational materials, uniforms and equipment to ensure the best educational opportunities are provided for these students.
<p>Aboriginal background</p> <p>\$11,344.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tumbulgum 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>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"> • Health <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • building a bank of literacy resources to engage all students in Aboriginal

<p>Aboriginal background</p> <p>\$11,344.64</p>	<p>history and culture.</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • professional learning for staff around Acknowledgement of Country. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • greater understanding of Aboriginal culture and a commitment from staff and students towards Aboriginal education and Aboriginal students reporting pride in their culture. • staff participated in 'Stronger Smarter' professional learning to help create transformative change in Aboriginal educational outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to build on this commitment to Aboriginal education by giving staff quality professional learning in Aboriginal education as well as involving Aboriginal community members to help educate our students on the significant local Aboriginal history in our Tumbulgum community.
<p>Low level adjustment for disability</p> <p>\$20,539.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Tumbulgum 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"> • What Works Best <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • students with a disability and/or additional learning needs were well supported daily in both the classroom and the playground. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide additional support to our students who have a disability and/or additional learning needs.
<p>Professional learning</p> <p>\$5,963.54</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 Tumbulgum 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"> • Behaviour <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing opportunities for teachers and staff to undertake professional learning in PAX - The Good Behaviour Game which is an early years intervention and prevention program that helps students develop their self-regulation, social and emotional skills, and resilience at school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • a whole school PAX program was successfully introduced and behaviour improvements were seen as it was more consistently implemented across the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to upskill new staff in the PAX program in order to consistently implement this behaviour program and continue to see improved behaviour outcomes in students.

<p>Literacy and numeracy</p> <p>\$3,776.68</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tumbulgum Public School from Kindergarten to Year 6.</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 in practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • teachers undertook professional learning in the new English and Mathematics K-2 syllabi and resources such as new texts, decodable readers and mathematics equipment were purchased to support its future implementation in 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to ensure that the new English and Mathematics K-2 syllabi are successfully resourced and implemented in 2023 and further professional learning opportunities for the 3-6 syllabi are undertaken by staff in 2023 in order to be prepared for its 2024 implementation.
<p>QTSS release</p> <p>\$5,401.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tumbulgum 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"> • What Works Best <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff release to support the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • staff worked collaboratively to ensure they were implementing high-quality curriculum in their teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to give staff opportunities to work collaboratively to create consistent, high quality teaching and learning programs.
<p>COVID ILSP</p> <p>\$25,307.00</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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • students with significant gaps in their learning were provided with effective small group tuition. • data indicated that some small gains were made from these individualised learning opportunities. <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP \$25,307.00	<ul style="list-style-type: none"> to evaluate the needs of our students and offer additional individualised learning opportunities to identified students.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	15	14	8
Girls	15	9	13	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	97.4	95.0	92.7
1	96.7	86.8	93.5	91.3
2	96.4	84.2	86.2	86.1
3	94.3	67.7	79.7	79.6
4	82.9	57.8	88.8	83.1
5	96.9	41.8	92.9	92.6
6	100.0	91.4	86.8	80.9
All Years	93.7	80.4	88.4	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	58,475
Revenue	922,410
Appropriation	898,197
Sale of Goods and Services	1,133
Grants and contributions	22,518
Investment income	562
Expenses	-839,960
Employee related	-735,819
Operating expenses	-104,141
Surplus / deficit for the year	82,450
Closing Balance	140,925

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	135,339
Equity Total	87,608
Equity - Aboriginal	11,345
Equity - Socio-economic	55,724
Equity - Language	0
Equity - Disability	20,539
Base Total	504,327
Base - Per Capita	6,822
Base - Location	0
Base - Other	497,504
Other Total	22,586
Grand Total	749,859

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

Due to the small cohort size, the school does not undertake the TTFM. Internal data sources however indicated the following:

Prior to the school's devastating flood event in early 2022, parents/caregivers reported feeling heard and valued in the school community. The remainder of 2022 was reported to be a challenge for the majority of parents/carer who experienced hardship in recovering from the catastrophic flood event which caused many families to lose homes and the school to be relocated.

The majority of students indicated that during time of crisis, they felt well supported and nurtured by the school community. This was demonstrated by the compassion shown to them by staff and the involvement in various school events such as BBQs. They felt great support from the wider community and received very generous donations of backpacks, book packs and gift vouchers.

Teachers at Tumbulgum Public School were passionate about the school and their students. They reported feeling part of the Tumbulgum community and showed their commitment and dedication to providing quality education to the students of Tumbulgum.

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.