

# 2022 Annual Report

## Tamworth South Public School



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## Introduction

The Annual Report for 2022 is provided to the community of Tamworth South 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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## School vision

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and the promotion of student voice. High expectations and wellbeing programs will ensure academic achievement, student resilience and a commitment to personal best.

## School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

We are a friendly, community-focused school committed to providing high quality education for all students within a safe, caring and supportive learning environment that is sensitive to the needs of the individual. Dedicated staff provide diverse, engaging and future-focused educational programs which promote and develop student creativity, collaboration, critical thinking and communication. Inclusive practices provide many opportunities for students to succeed and excel.

Our PBL mantra "Be Respectful, Responsible and Safe to be Successful" is promoted and encouraged through the provision of a broad, balanced and challenging curriculum, and a variety of extra-curriculum programs. These are further embedded by programs and initiatives that address the personal, emotional and social needs of our students, ultimately aimed at developing student confidence, cultural pride and a sense of self-worth.

Tamworth South hosts five support classes and one Opportunity class. Students access the latest in learning technologies both within our Technology Hub and classrooms. Staff are professionally supported by three Instructional Leaders and the school is well supported by an active and culturally diverse community committed to supporting staff, thus ensuring that all students can be the very best they can be.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. Three strategic directions have been identified.

It is important to note that this builds upon the work undertaken in the previous school planning cycle around:

**Student growth and attainment:** In 2020, an analysis of internal and external data in reading was conducted. Results of this analysis indicated a need for a whole school focus on Reading. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Retrieving directly stated information
- Interpreting explicit information
- Interpreting by making inferences
- Interpreting implied information

Internal and external data analysis in Mathematics indicated a whole school focus on Number and Measurement was needed. In order to improve the performance of students, the following elements were identified as key action areas over the next four years:

- Place value
- Addition and Subtraction
- Multiplication and Division
- Measurement

Our whole school focus to improve student growth and achievement in reading and numeracy, is underpinned by evidence-based practices provided primarily by the *What Works Best* document. Embedded within this strategic direction will be a focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs.

**School Culture:** It was evident after conducting an analysis of the school wellbeing data that teachers require further assistance to support students. Discipline referrals and support needed from the executive leaders highlighted that an alternative approach was required. Our Positive Behaviour for Learning (PBL) was guiding staff but we needed to build stronger positive relationships between staff and students. Our staff needed to deepen their understanding of what is required to foster wellbeing, and how it can become a powerful force in students' learning and development. At TSPS the focus will be on building a positive connected culture through restorative practices, team building and continuous reflection and improvement.

**Community Engagement:** Engaging with the community is an area of focus identified in our 2020 School Excellence Framework- Assessment (SEF S-as). This has been an area of focus for a number of years and although the Tell Them

From Me (TTFM) surveys indicate parents' positive attitude toward the school, the number of parents completing the survey is small and does not reflect all cultural groups.

Working together with our Parents and Citizens Association (P&C) and Department of Education (DOE) staff will help identify successful community engagement practices that encourage more input from families and the wider community. The four year focus will strengthen community engagement, providing our families with an opportunity to have a voice in decisions that affect their child's learning. The school supports active engagement with the Aboriginal Education Consultative Group (AECG).

Analysis of attendance data indicates a decline in attendance over the last four years to below state. Building strong, safe, caring relationships with students and their families encourages students' regular attendance at school, and is essential to assist students to maximise their potential. Teachers are crucial to the monitoring of student attendance and the building of these relationships.

At Tamworth South, students with low attendance are regularly identified and followed up. To ensure attendance issues are addressed promptly, processes and practices will be analysed and revised to ensure non-attendance is more closely monitored by class teachers. The importance of attendance will be promoted in the community as a shared responsibility.

## 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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure the implementation of effective curriculum provision for every student. This is underpinned by evidence-informed strategies and embedded evaluative practice, in order to improve student growth and achievement. Further to this, the school will develop and sustain whole school processes for collecting and analysing data, and collaboration.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Integration funding support:** \$176,285.00  
**AP Curriculum & Instruction:** \$240,913.00  
**Professional learning:** \$25,000.00  
**English language proficiency:** \$8,772.00  
**Literacy and numeracy:** \$101,476.00  
**Socio-economic background:** \$25,000.00  
**Aboriginal background:** \$265,000.00  
**Per capita:** \$136,861.00

### Summary of progress

#### Reading

Instructional Leaders delivered professional learning (PL) to enhance teachers' understanding and use of explicit reading strategies. K-2 staff identified evidence-based teaching practices discussed in Effective Reading -Kindergarten to Yr. 2 curriculum support document. Assistant Principal, Curriculum and Instruction (APC&I) leaders mentored Stage One teachers in the explicit teaching of guided reading. As a result, evidenced based reading strategies are embedded in daily practice and teaching and learning programs.

Primary staff used collaborative planning sessions to review and discuss evidenced based practice in reading and comprehension. Instructional Leaders (ILs) modelled reciprocal reading groups and close reading strategies in selected primary classes to engage students in high quality conversations about texts. Teachers resourced a wide range of short texts, planned text dependent questions and modelled specific comprehension teaching strategies to support students' reading comprehension achievement.

Assistant Principals led stage meetings focusing on evidenced based teaching practices outlined in What Works Best in Practice. As a result, teachers engaged in robust discussions and reflected on their classroom practice.

Teachers engaged successfully in a whole school Teaching Sprint aimed at improving the explicit teaching of tier 2 vocabulary. Teachers worked collaboratively in stage teams to modify current English units to include explicit vocabulary teaching strategies sourced from the Universal Hub. A staff survey evidenced 100% of teachers found the use of Teaching Sprints a useful tool for changing their practice and improving results for students (based on pre and post vocabulary assessments).

APC&I led K-2 teachers to engage in a range of PL activities in preparation for the implementation of the K-2 English syllabus and teaching units in 2023. Teachers completed relevant online modules to support their understanding of the new syllabus.

Whole school processes have been embedded to collect and analyse a range of student reading data. Instructional Leaders (ILs) delivered PL to teachers on the administration and analysis of running records and the Probe Comprehension assessment tool to improve whole school internal assessments practices in reading. 83% of teachers indicated in a survey that they were now confident to use these tools to assess and analyse student reading and comprehension achievement. This practice has led to successful whole school monitoring of individual students and student cohorts over time.

NAPLAN, Check- in and Progressive Achievement Tests assessment data is used school - wide to identify student

achievements and progress, in order to reflect on teaching effectiveness and inform future directions. Instructional leaders held regular meetings with the executive team, stage groups and individual teachers to discuss student reading data. Teachers identified areas of strength and weakness in their class data and selected teaching activities from the Universal Hub to address areas of need, in particular literal and inferential comprehension.

A Google Drive folder was established for teachers to upload all internal and external reading data. This has enabled teachers and executive staff to access reading data to inform instructional decisions.

Teaching staff implemented the reading and assessment strategies introduced by ILs during collaborative planning or in-class support sessions. However, not all reading programs demonstrated consistent lesson planning, evaluation and registration. Student absences also made it difficult to capture school wide assessment data.

### **Next Steps**

- Teachers participate in PL opportunities to strengthen their expertise in the explicit teaching of reading.
- A school focus on reading fluency to support student comprehension.
- Continue collaborative processes such as stage planning, lesson observations and walk throughs.
- Evaluate and refine whole school processes for consistent and ongoing assessment and data collection.
- School leaders support teachers to use student assessment data to target interventions and differentiated reading instruction.
- School leaders guide teaching staff through the engage, enact and embed phases of curriculum reform.

### **Numeracy**

Teachers participated in professional learning (PL) aimed at enhancing their knowledge and understanding of effective numeracy strategies. This included collaborative engagement in My PL Micro- Learning Modules: Working Mathematically; Number Talks; and Reasoning and Facilitating Effective Mathematical Discussions. A consultant from 'Top Ten' delivered stage-based workshops focussed on the developmental sequence of place value skills. Feedback surveys indicated teachers found the workshops highly engaging and interactive. As a result, teachers felt more confident to deliver place value activities using appropriate concrete materials to address student learning needs.

Teachers worked collaboratively to plan sequenced numeracy lessons with a focus on modelled, guided and independent learning. All teaching and learning programs clearly stated learning intentions, success criteria, key mathematical vocabulary and concrete materials to support students' understanding of the intended outcome of the lesson. Assistant principals observed an increase in the planning of open-ended tasks, parallel tasks, mathematical investigations and enabling and extension prompts.

The LEED (Leading Evaluation, Evidence and Data) Team embedded Learning Walks as an additional collaborative process in the school. Teachers visited multiple classrooms, with the support of a LEED team member, to develop a shared understanding of quality teaching. Each Learning Walk focused on the observation of explicit and differentiated numeracy instruction. Overall findings indicated: 91% of classrooms displayed learning intentions and success criteria; 82 % used visual materials and/or manipulatives during activities; 91% of lessons showed differentiation; 64 % of the sample students accurately explained what they were learning; and 91% of lessons evidenced differentiated learning. Very few of the sample students could articulate or effectively use the success criteria to measure their level of success.

During stage based collaborative planning sessions teachers developed pre and post assessments tasks aligned to the school's scope and sequence. Instructional Leaders supported K-2 teachers to explore the new syllabus and sample teaching and learning units. Departmental numeracy guides and What Work Best documents were discussed to identify quality teaching practice in numeracy.

Instructional Leaders worked with teachers to analyse Progressive Achievement Tests, Check- in and Best Start Kindergarten assessment data, identifying areas of weakness and planning lessons to target numeracy skills requiring further development.

Due to variations in school routine, teachers reported that at times it was difficult to complete the lessons planned for each term. A Google Drive folder was established for teachers to upload class internal data. Whole school collection and analysis of pre and post internal assessment data to inform teaching and learning programs proved inconsistent across stages.

### **Next Steps**

- Continue to engage staff in PL opportunities to strengthen their expertise in the explicit teaching of numeracy.
- A school focus on additive thinking.
- Continue collaborative processes such as stage planning, lesson observations and walk throughs.
- Evaluate and refine whole school processes for consistent and ongoing assessment and data collection.
- School leaders support teachers to use student assessment data to target interventions and differentiated numeracy instruction.
- School leaders guide teaching staff through the engage, enact and embed phases of curriculum reform.

## 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"> <li>Year 3 and 5 students will achieve in the top 2 bands in NAPLAN Reading, moving from the baseline target of 27%</li> </ul>	<p>Year 3 2022 NAPLAN data indicates 37.84% of students in the top two skill bands for <b>reading</b> indicating <b>achievement of</b> the system negotiated target.</p> <p>Year 5 2022 NAPLAN data indicates 37.93% of students in the top two skill bands for <b>reading</b> indicating <b>achievement of</b> the system negotiated target.</p>
<ul style="list-style-type: none"> <li>Year 3 and 5 students will achieve in the top two bands in Numeracy, moving from the baseline target of 16.1%</li> </ul>	<p>Year 3 2022 NAPLAN data indicates 30% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.</p> <p>Year 5 2022 NAPLAN data indicates 21.62% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.</p>
<ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Numeracy to be above the baseline target of 30.3%</li> </ul>	<p>Year 3 Aboriginal student 2022 NAPLAN data indicates 22.7% of students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 7.6%</p> <p>Year 5 Aboriginal student 2022 NAPLAN data indicates 13.3% of students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 17%</p>
<ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading to be above the baseline target of 37.6%</li> </ul>	<p>Year 3 Aboriginal student 2022 NAPLAN data indicates 39% of students in the top three skill bands for reading indicating achievement of the system negotiated target.</p> <p>Year 5 Aboriginal student 2022 NAPLAN data indicates 23.1% of students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 14.5% .</p> <p>Results are as follows:</p> <p>Year 5 Reading - 23.1% of Aboriginal students have achieved in the <b>top 3</b> bands</p> <p>Year 3 Reading - 39% of Aboriginal students have achieved in the <b>top 3</b> bands</p> <p><b>Total - 31.5%</b> of Aboriginal students have achieved in the <b>top 3</b> bands</p> <p>2022 NAPLAN data indicates 31.5% of Aboriginal students are in the top 3 skill bands for reading indicating the school did not achieve the system negotiated target. Average NAPLAN scores have decreased since 2021. The school will continue to work towards increasing the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading, to be above the baseline target of 37.6% in 2023.</p>
<ul style="list-style-type: none"> <li>Year 3 and 5 students move above the baseline target of 51.8% in NAPLAN Expected Growth - Reading</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>



## Strategic Direction 2: School Culture

### Purpose

In order to maximise student learning outcomes for every student teachers will improve their knowledge, skills and understanding of evidence based practices and their implementation. They will also intentionally build a restorative culture through the use of specific strategies to respond to conflict and harm, recognising discipline as an educational process to support students to recognise mistakes, be accountable for their actions and learn for next time.

### 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.

- Supporting Wellbeing
- Building A Connected Culture
- Continuous Reflection and Improvement

### Resources allocated to this strategic direction

**Professional learning:** \$35,000.00

**Aboriginal background:** \$153,000.00

**Low level adjustment for disability:** \$344,040.00

**Location:** \$2,867.66

**QTSS release:** \$115,380.00

### Summary of progress

#### Supporting Wellbeing

Through observations of both students and staff, teacher programs, and staff feedback our Wellbeing initiatives indicate an increase in our whole school community using the language of both "Positive Behaviour for Learning" and "Restorative Practice". This was strengthened by the collaboration of staff working together to produce explicit lessons to address the weekly focus areas. These focus values were introduced to the whole school community at our weekly assembly, reinforcing and embedding them in our everyday practice. Restorative practice was instrumental in providing a solid framework when dealing with any issues and developing the resilience and supporting the wellbeing of both individuals and wider school community.

Staff apathy around initiatives has been hard to shift. This is due partly to some of our initiatives being long term and obvious growth is often slow. Lack of time for staff development may have impacted this, though time was given for all staff to do the PBL online training it has not resulted in any increase of teaching staff attending our PBL team meetings. The true impact on students has been difficult to measure, pass their ability to state the weekly value and effective ways need to be sourced to improve in this area. Teachers who missed the initial intensive training on Restorative Practices found it difficult when transferring the framework into their classroom practice but classes are considerably more settled and referrals to reflection has decreased markedly since the introduction of Restorative Practice strategies.

#### Next Steps:

- Survey staff on the effectiveness on our Wellbeing initiatives to find what are the barriers to complete implementation or do alternative programs need to be sourced.
- Professional development around Restorative Practices that can be implemented within the classroom to further develop the social, emotional, behavioural and academic outcomes for our students.
- Ensure all new staff access training in Restorative Practice early in the school year.

#### Building a Connected Culture

Through feedback and observations staff feel a sense of belonging and purpose. The sharing of ideas and shared responsibility for planning enabled a feeling of connection for teachers who may not be a classroom teacher. The students were able to build strong relationships with a number of staff through the HUB model. Collaborative planning was successful in driving our connected culture. This extra planning time is made available due to the HUB structure allowing classroom teachers to work together and share programming responsibilities.

Lack of access to casual teachers and high incidences of staff leave, both planned and unplanned, has impacted on the success of the HUB model in some areas of the school. Student Learning and Support Officers (SLSO) at times had to be redeployed to work across classes and stages and formed a barrier for the building of effective relationships with all children in a class.

#### Next Steps:

- Ensure collaborative planning extends to HUB teachers so the Professional Learning message is heard by all teachers in the school .
- Support Unit teachers given more opportunities to be involved in collaborative Professional Learning sessions aligned to the stage level of their students.
- Allocation of SLSO to every classroom to enable some consistency during staff absences and effective building of relationships.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Most teaching staff will be placed in a team/HUB attached to a stage. Collegial support is stronger and resilient with a culture of shared responsibility around programming, behaviour management, attendance monitoring and learning support. Instances of teacher non attendance without MC is decreasing by a further 5% on 2021.  A learning support team exists to support students requiring additional interventions.	All temporary and permanent staff attached to a Stage Hub. Stage Leaders implement a sharing of responsibility with all teachers accountable for the programming of a Key Learning Area and /or learning support.
A total of three Key Learning Areas have been rigorously examined to ensure they meet NESA requirements as determined by a school-based registration process.	The Key learning Areas of Personal Development, Health and Physical Education, and Creative Arts, have been appraised and through our school based registration process, and have met the NESA requirements
Parents/carers and students have been given opportunities to develop an understanding of restorative practice as an approach that proactively builds positive school communities whilst dramatically reducing the number of referrals for negative behaviour and suspensions	Referrals to our "Reflection" and "Think about Others" programs have decreased as a results of staff implementing restorative practices in the classroom, in particular the modelling of restorative circles. 2022 saw a 34% reduction in days lost to suspensions, and a 45% reduction in number of suspensions when compared to the previous year.

## Strategic Direction 3: Community Engagement

### Purpose

Community engagement is a critical factor for improving the progress, achievement and wellbeing of students. The school will engage with families and the broader community to work together to develop positive connections so students thrive.

### 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 Communities
- Attendance Matters
- Pathways to Success

### Resources allocated to this strategic direction

**Aboriginal background:** \$79,603.00

### Summary of progress

#### Collaborative Communities

Engaging families in to the school throughout 2022, has been more positively received after COVID restrictions changed. Families displayed excitement in being able to engage in their child's learning activities and developing more positive relationships with classroom teachers. Throughout the year there have been a number of opportunities available for families to participate and engage in school based activities.

Although gates have opened and families are invited back into the school a number of families were apprehensive about attending due to varying factors. On a number of occasions we underestimated the amount of families that would attend an event.

Next Steps:

- Plan out the 2023 termly events for family engagement
- Plan time to organise community events to ensure communication is effective.

#### Attendance Matters

The positive incentives implemented, including the Attendance Disco, increased student buy in which had an impact on attendance. Communication of the positive impacts of improved attendance through the Newsletter and social media sites provided an opportunity for parents to engage in and reflect on their child's attendance. The introduction of and implementation of an SMS attendance alert for parents has minimised the amount of unexplained absences across the school.

When we initially implemented the attendance disco we focused on a 5 week period however this was altered to be a 10 week period running from week 6 one term to week 5 the next. This gave a longer time frame and it was felt to be more equitable. Due to restrictions, including isolation periods for COVID, there was a decrease in the number of students attending the disco in term 3 as participation is based on days at school. There was some push back from parents who felt that absences had been explained and that this should not impact their child's involvement.

Next Steps:

- Changes in 2023 to the time frame for attendance focus to semester - attendance disco semester 1 - Term 2 Week 9 - 90% or above / attendance disco semester 2 - Term 4 Week 9 - 90% or above
- Annual incentive of 98% or above attendance to attend end of year excursion - movies in Term 4 Week 10
- Maintain improvement in attendance vouchers for 10+% improvement - eg. 56% attendance increased to 66% or above over a term.

#### Pathways to Success

Genuine development of Personalised Learning Pathway (PLP) goals for individual students with buy in from families was positively promoted through an afternoon tea. There was positive buy in from classroom teachers and this was supported by the engagement of external agencies at the initial PLP afternoon meeting. The ongoing support from the school's Aboriginal Education Officer (AEO) has nurtured the achievement of some student focus goals through the

implementation of groups and activities.

There are a collection of parents that are reluctant to engage with the school or attend larger events and this can impact the genuine development of PLPs through a student, staff and parent partnership. The impact of staff absences meant this afternoon was not organised as early in the year and will be a focus for 2023.

Next Steps:

- Plan for the initial afternoon meeting for the development of PLPs to be in Week 4 of Term 1
- Plan for a review of the PLPs in term 3 to promote parental engagement and positive relationship development between home and school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of parents/carers attending or engaging with school events to 40%.	School based internal data indicates an increase of parental engagement throughout 2022 due to changes in COVID restrictions.
Increase the percentage of students attending >90% of the time to be at or above the lower bound system negotiated target of 76.9%	The number of students attending greater than 90% of the time or more has increased.
50% of Personalised Learning Pathways will be developed in genuine partnership with Aboriginal students, their parents or carers identifying, organising and applying personal approaches to the development of Personalised Learning Pathways so goals are authentic, monitored and achieved	2022 showed an increase in PLP development in genuine partnership with Aboriginal students and their families.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,285.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSOs deliver personalised learning and small group support to meet the diverse needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to up skill SLSOs to support classroom teachers to meet the physical, social/emotional and intellectual needs of students from diverse backgrounds.</p>
<p>Socio-economic background</p> <p>\$1,043,029.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff to support student learning.</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff and highly experienced instructional leaders to support literacy and numeracy implementation across the school has resulted in significant improvement in both literacy and numeracy. This was evident in NAPLAN results that demonstrated positive growth in numeracy and literacy. Professional development of staff by delivering high level, research supported professional learning for all staff working directly with students has enhanced teaching practice across the school has lead to greater a focus on data to inform class programs and programs of support. A greater number of teachers are using visible learning strategies and involving the students as a partner in learning by connecting student learning with what they already know, what they are expected to do and what it looks like when they have succeeded.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of additional staff has proven to be beneficial to student outcomes both academically and socially with improved NAPLAN results and a reduction in suspensions. Staff have benefited from high level professional learning. In 2023 we will continue to use these funds to support improvement.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$995,551.00</p>	<p>needs of Aboriginal students at Tamworth South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Supporting Wellbeing</li> <li>• Pathways to Success</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> AEO promotes community engagement and allows for genuine partnerships to be developed. Development, creation and installation of Aboriginal based artworks featuring local language. Employment of community members to implement language program across the school. Aboriginal students and their families feeling more included and welcome in the school setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to promote inclusivity and cultural awareness through employment of AEO and language providers.</p>
<p>English language proficiency</p> <p>\$17,544.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of individualised learning plans for EAL/D students based on their specific communication needs (speaking, reading and writing).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue equitable allocation of resources to employ support staff to deliver programs to support the language proficiency needs of students.</p>
<p>Low level adjustment for disability</p> <p>\$344,161.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$344,161.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building A Connected Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Instructional Leaders have been able to work alongside teachers to support them to adjust programs to meet the needs of students who have a specific learning need or disability and are enrolled in a mainstream class</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 this funding will continued to be used to support teachers to adjust programs to meet the needs of students with a disability or special need within the mainstream classroom.</p>
<p>Location</p> <p>\$2,867.66</p>	<p>The location funding allocation is provided to Tamworth South Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building A Connected Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• All incursion expenses were free for all students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All incursions are fully funded so every child is able to attend.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Location funds will again be used to pay for all incursions in 2023 so all students will feel connected and included.</p>
<p>Professional learning</p> <p>\$60,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tamworth South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Supporting Wellbeing</li> <li>• Building A Connected Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading, mathematics and explore modelled, interactive, guided and independent writing</li> <li>• Funding staff to attend professional learning workshops that support whole school wellbeing and connectedness.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have participated in professional learning activities that support their individual Professional Development Plans and workshops identified through analysis of school based internal and external student performance data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 professional learning funds will continue to be used to enable all</p>



Professional learning \$60,000.00	staff to engage in workshops designed to support continuous improvement.
Literacy and numeracy \$101,476.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tamworth South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Instructional Leaders deliver professional learning targeted to school priorities and the literacy and numeracy needs of students. Teachers have demonstrated an increased knowledge and understanding of effective literacy and numeracy teaching strategies. The purchase of quality teaching resources supported teachers to deliver syllabus outcomes and to engage students in rich learning experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide teachers with professional learning that targets the explicit teaching of reading and numeracy to students at all levels of achievement.</p>
QTSS release \$115,380.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tamworth South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous Reflection and Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The QTSS funding supported regular collaborative meetings for all stages to work with the Instructional Leaders and APC&amp;I to ensure our school delivers quality student programs. This funding also supported the implementation of the Quality Teaching Rounds initiative.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to use this funding to support collaborative practice across all stages.</p>
COVID ILSP \$296,179.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>



<p>COVID ILSP</p> <p>\$296,179.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSOs to deliver small group tuition for students identified by the learning support team as being disadvantaged by the move to remote learning and were identified as most likely to benefit from targeted small group support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who participated in the COVID ILSP small group intensive support program were able to enhance their results in English and Mathematics. Students who experienced success also benefited from an increased sense of self worth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the COVID ILSP will continue to be used to support students who require intensive small group support in English and Mathematics.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	310	277	268	266
Girls	259	248	253	234

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.0	81.9	89.4	81.8
1	90.2	82.6	88.8	85.2
2	92.0	84.9	88.8	81.4
3	90.5	88.2	86.7	81.8
4	89.3	85.8	90.8	78.9
5	89.8	87.8	85.7	86.1
6	87.9	85.4	87.0	79.5
All Years	89.8	85.2	88.1	82.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	29.62
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.76

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	721,125
<b>Revenue</b>	9,448,869
Appropriation	9,332,640
Sale of Goods and Services	4,107
Grants and contributions	105,874
Investment income	4,370
Other revenue	1,878
<b>Expenses</b>	-9,410,090
Employee related	-8,124,858
Operating expenses	-1,285,232
<b>Surplus / deficit for the year</b>	38,779
<b>Closing Balance</b>	759,904

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	168,401
<b>Equity Total</b>	1,868,910
Equity - Aboriginal	497,948
Equity - Socio-economic	1,018,029
Equity - Language	8,772
Equity - Disability	344,161
<b>Base Total</b>	5,796,152
Base - Per Capita	136,861
Base - Location	2,868
Base - Other	5,656,423
<b>Other Total</b>	839,335
<b>Grand Total</b>	8,672,798

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

## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) surveys are central to the collection of data and provide current data and trends over a number of years. The following data is collected from the TTFM surveys.

**Students** - The highest score for students is 10. Students surveyed were asked a series of questions with the following results. (State norms are in brackets).

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 7.8 (7.7)

School staff emphasise academic skills and hold high expectations for all students to succeed 8.1 (8.7)

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback 7.9 (7.5)

I feel proud of my school:

- 61% agree or strongly agree
- 22% neither agree or disagree

I am treated with fairness and respect by my teachers in regard to my cultural background:

- 86% usually or always

I am treated with fairness and respect by other students in regard to my cultural background:

- 80% usually or always

### Aboriginal students

My teachers have a good understanding of my culture.

- 77% agree or strongly agree
- 14% neither agree or disagree

These results are based on data from students in years 4-6 who completed the TTFM Student survey between 13 September and 2 November 2022.

**Teachers** - The highest score for teachers is 10. Teachers surveyed were asked a series of questions with the following results. (State norms are in brackets).

Leadership 7.2 (7.1)

Collaborative practice 7.3 (7.8)

Learning Culture 7.8 (8.0)

Data Informs Practice 7.4 (7.8)

Technology 6.1 (6.7)

Parent Involvement 6.7 (6.8)

Inclusiveness 8.1 (8.2)

These results are based on data from 19 respondents who completed the Teacher Survey.

### Parents

41 parents were surveyed with the following results.

Parents at Tamworth South Public School (TSPS) felt welcome.

- 26 strongly agree
- 14 agree
- 1 disagree

Parents at TSPS are informed

- 21 strongly agree
- 17 agree

- 3 neither agree or disagree

Parents believe that TSPS supports learning

- 26 strongly agree
- 14 agree
- 1 neither agree or disagree

Parents believe TSPS is inclusive

- 22 strongly agree
- 17 agree
- 2 neither agree or disagree

I would recommend TSPS to other parents

- 25 strongly agree
- 13 agree
- 2 neither agree or disagree
- 1 disagree

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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