

# 2022 Annual Report

## Tyalla Public School



4503

# Introduction

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

---

Tyalla Public School

Joyce St

Coffs Harbour, 2450

<https://tyalla-p.schools.nsw.gov.au>

[tyalla-p.school@det.nsw.edu.au](mailto:tyalla-p.school@det.nsw.edu.au)

6652 4488

## School vision

Tyalla Public School provides excellence in inclusive education, every student is known, valued and cared for. Students are provided with a rich environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety. Students are self-directed, take initiative and contribute to the learning of others. They are confident and responsible citizens.

The school and community, through strong partnerships, work together to enhance and develop the social, learning and physical environment for students. Parents and carers are active participants in their children's education. The school works closely with the wider community and other schools to enrich learning and provide extra-curricula programs.

There is a culture of continuous improvement where staff work collaboratively to ensure that teaching and learning is responsive to student needs, is engaging, challenging and is aligned to curriculum so all students can succeed. There are consistent whole school protocols for teaching and learning.

## School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW. Tyalla means place of tall trees and the school is proud of its connection to the environment and community. We have a modern, well-planned learning environment where classrooms are vibrant and well resourced. Staff, parents and the wider community work together to promote school excellence. We are a member of the Lighthouse Community of Schools and have a strong culture of inclusion, connection and belonging.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 288 students includes 33% Aboriginal and Torres Strait Island students and 15% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multi-categorical class catering for students with a range of mild and moderate disabilities.

The K-6 Gumbaynggirr Language and Aboriginal programs support the development of deeper understanding of culture for all students and an affirmation of Aboriginal identity and connection to Country for our Aboriginal students.

The whole school community, including students, staff, parents, members of local AECG and external agencies, were consulted in the development of a thorough situational analysis followed by the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to focus on explicit teaching in reading and numeracy with a focus on using data consistently and regularly to support our students achieving at or above state system targets. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies.

The school plan will focus on student growth and attainment, attendance, wellbeing, engagement and quality teaching. Work will take place on developing whole school systems and processes to support five weekly student data collection, analysis and reflection. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

We will establish a responsive intervention program where all students with need are provided with personalised and timely intervention to close the gap in the early years. Staff will work collaboratively to refine and develop their skills in quality teaching.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and consistently monitor the impact of our plan and share the findings and our successes with our community. On-going monitoring of student performance data will determine areas of need and success at a class and school level.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

---

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success in all key learning areas we will further develop and refine data driven and effective classroom practice.

### Initiatives

---

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

- Effective classroom practice
- Data driven practice and professional learning

### Resources allocated to this strategic direction

---

**AP Curriculum & Instruction:** \$210,799.40

**Socio-economic background:** \$351,378.31

**Low level adjustment for disability:** \$215,174.87

**Aboriginal background:** \$80,000.00

**QTSS release:** \$55,621.76

**Professional learning:** \$28,990.47

### Summary of progress

---

Our school achieved just below target for the percentage of students achieving in the top two bands for reading; while an increase for numeracy was achieved, this increase was not within the annual target band.

The school exceeded the targets of Aboriginal students achieving in the top three skill bands for both reading and numeracy in 2022. The school's 2022 NAPLAN scores also exceeded both state and like schools average NAPLAN scores for numeracy and literacy.

The impact of the school's focus of closing the gap in the early years was evident. The 2022 NAPLAN data reflects a significant increase in the percentage of Year Three students in the top two bands: with 46.2% for writing, 38.5% for reading and 19.2% for numeracy.

Self-assessment against the School Excellence Framework shows the school has moved from delivering to sustaining and growing in the elements of 'Curriculum', 'Wellbeing' and 'Assessment'. This was the result of a continued whole school focus on effective teaching of reading, data-driven practice and the development of a responsive K-2 intervention program.

### Enablers of Implementation-Effective classroom practice

- Having a culture of high expectations and continuous learning through strong leadership of the school's vision, the setting of 5 weekly targets, measuring impact and celebrating success.
- Having an Assistant Principal - Curriculum and Instruction to plan and deliver differentiated professional learning and shoulder-to-shoulder coaching to teachers.
- High impact professional learning in whole number, explicit teaching of reading, additive strategies, data skills and use, the progressions, PLAN2 and the proficiency strands.
- The provision of uninterrupted teaching blocks of reading so that every student had small group targeted instruction every day; Professor Pearson's Quality Talk model was used in grades 2-6 and explicit instruction was used in K-2 classrooms.
- Whole school screening and monitoring of auditory analysis, phonics knowledge and phonemic awareness and the provision of targeted teaching and intervention.

### Barriers of Implementation -Effective classroom practice

- COVID-19 interrupted multiple professional learning opportunities on site, and at times restricted staff from collaboratively completing professional learning offered by the Department.
- The inability to employ experienced temporary teachers to cover staff on leave.
- The difficulty in attracting quality teachers to fill Assistant Principal Curriculum and Instruction and Stage Assistant Principal positions in a timely manner.

### Enablers-Data driven practice and professional learning

- Working within professional learning teams using Timperley's spirals of Inquiry to collaboratively review student data, read current research, plan action, and enact learning sprints. Each stage met for eighty minutes every three

weeks.

- Embedding structures and process to support 5 weekly monitoring of student progress against set targets in reading and leading high expectations of student outcomes.
- Establishment of a responsive intervention program where all students with need are provided with personalised and timely reading and numeracy intervention to close the gap in the early years.

### Barriers of Implementation-Data driven practice and professional learning

- The inability to consistently employ experienced temporary staff to release teachers for their professional learning meetings. We also had difficulty attracting staff with high levels of skills to deliver planned interventions.
- The inability to fill the second Assistant Principal Curriculum and Instructional (APCI) leader position until third term put a significant workload on the other APCI. She had to lead and manage data driven practice and provide instructional leadership across K-6 during the three terms that we had only one and not two Assistant Principal Curriculum and Instruction.

### Next Steps

Next year, to address **Effective classroom practice** we will focus on implementing the new Mathematics Curriculum across K-6, designing evidence-based programs that meet the needs of all students and building the skills of new staff in explicit teaching of reading and numeracy.

This will be done through the provision of an additional 0.6 Assistant Principal Curriculum and Instruction to ensure there is shoulder-to-shoulder instructional leadership in both K-2 and 3-6. Staff will complete professional learning in the new curriculum, the proficiencies and high impact strategies and assistant principals will lead staff in collaborative planning. New staff will be provided with quality professional learning and shoulder-to-shoulder instructional leadership in explicit teaching of reading and writing to ensure consistency of practice across the school.

Next year, to address **Data driven practice and professional Learning** we will focus on developing responsive curriculum, expanding our use of PLAN 2 to monitor the progression areas of phonics knowledge, phonics awareness, creating texts, understanding texts, additive strategies and quantifying number and build teacher capacity in using high impact strategies.

We will do this through teachers engaging in three weekly spirals of inquiry to embed high impact strategies into reading, writing and numeracy. We will review and adjust the school's assessment schedule and data collection systems and increase the accuracy and validity of data being entered into PLAN 2. We will also provide high impact professional learning in formative assessment, curriculum and the progressions.

### 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>• Increase the percentage of students in the top 2 bands for NAPLAN numeracy to between 20.1% and 25.1%</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 12.7% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. The Year 3 data indicated 19.2% of students achieved in the top 2 bands, which is a 10% increase from 2019 and correlates with a focus on teaching early numeracy skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the percentage of students in the top 2 bands for NAPLAN reading to between 28.5% and 33.5%</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 25.41% of students in the top two skill bands for reading indicating achievement just below the system negotiated target.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the % of students achieving expected growth in NAPLAN reading by 3% from baseline data.</li> </ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has identified growth in 2022 Year 4 Reading achievement in Check in Assessment from Term 1 to Term 4.
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN numeracy by 5% or greater from baseline data.</li> </ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has identified growth in 2022 Year 4 Numeracy achievement in Check in Assessment from Term 1 to Term 4.
<ul style="list-style-type: none"> <li>• Increase the percentage of Aboriginal students achieving in the top 3 bands for NAPLAN reading to between 31.5% and 37%</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 38.46% of Aboriginal students achieving in the top three skill bands for reading indicating the school exceeding the system negotiated target.</li> </ul>

• Increase the percentage of Aboriginal students achieving in the top 3 bands for NAPLAN numeracy to between 25.3% and 30.5%

• 2022 NAPLAN data indicates 33.33% of Aboriginal students in the top two skill bands for numeracy indicating the school exceeding the system negotiated target.

### Purpose

---

To ensure the wellbeing and engagement of all students so they can connect, succeed, thrive and learn, we will develop whole school wellbeing processes and an environment which fosters and develops accomplishment, positive relationships, enjoyment, growth, health and safety.

### 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.

- Whole School Attendance
- Wellbeing and Student Engagement

### Resources allocated to this strategic direction

---

**Aboriginal background:** \$86,338.89

**Socio-economic background:** \$102,073.18

### Summary of progress

---

Throughout 2022, attendance has continued to be a high priority for our school, evident in the many initiatives that have been implemented to improve student attendance rates. This included 5 weekly data analysis by all staff, the creation of an attendance data wall, celebration of excellence in attendance, milo and mufti days for classes achieving attendance targets, and communication of the importance of attendance to the school community. However, COVID-19 illness and isolation rules and road closures due to flooding had a significant impact on attendance and we did not achieve attendance target.

Wellbeing is another area that we have focused on. Self-assessment against the School Excellence Framework indicates the school has moved from delivering to sustaining and growing in the element of 'Wellbeing'. The Tell Them From Me 2022 survey data indicated a 5% increase in students' sense of belonging from 2021 data (TTFM). The school scores for advocacy and expectation for success were above state scores (TTFM). The data indicated an increase of 0.1 in expectations for success and 0.2 decrease in advocacy at school.

There was a 70% decrease in school suspensions from 2021 to 2022 (EBS) which correlated with a 12% increase in reported Positive Behaviours at school from 2021 to 2022 (TTFM) and a 4% decrease in reported bully-victim behaviour (TTFM). This was a result of: a renewed focus on Positive Behaviours for Learning (PBL), whole school high impact professional learning in the Berry Street Model and Paul Dix, new playground lunch and recess structure, swapping restorative justice for detention rooms, ensuring that all students are known, valued and cared for.

### Enablers of Implementation- Wellbeing and Student Engagement

- A renewed focus on Positive Behaviours for Learning (PBL) and the daily teaching of PBL lessons in every classroom.
- Whole school staff completion of 18 hours of Berry Street Model training in trauma informed practice and embedding these practices into classrooms.
- Professional learning on Paul Dix's *When Adults Change - Everything Changes* and embedding these consistent whole school practices.
- Having Wellbeing Wednesdays where explicit lessons from Smiling Mind, zones of regulation or Berry Street model are given in the afternoon.
- Leaders in the school having a relentless focus on maintaining whole school consistent practices across the school

### Barriers of Implementation - Wellbeing and Student Engagement

- Not being able to access an external PBL coach or trainer.
- Change-over of staff during the year made it difficult to keep all staff up-to-date with consistent practices.
- COVID-19 affected staff completing planned training

### Enablers of Implementation - Whole school attendance

- 5 weekly data analysis of SCOUT and Sentral at stage and executive meetings using attendance data.
- The creation of an attendance data wall so that all class teachers could monitor attendance at a class level.
- 5 weekly Milo and Mufti day celebrations for classes having 60% of their students attending 90% or greater.
- The celebration of excellent attendance through the presentation of Excellence in Attendance certificates at special assemblies each term.



- The communication of the importance of attendance to the school community.

### Barriers of Implementation - Whole School Attendance

- Student COVID-19 illness and isolation rules and local flooding impacted heavily on attendance during 2022.
- Staff changes within the executive team impacted on the pace and flow of the leadership of this initiative.

### Next Steps

**Whole School Attendance** is critical to ensuring students interact, thrive and succeed. In 2023 we will focus on directing more time during staff meetings to collaborate on attendance strategies and build skills in understanding and responding to attendance data and to strengthen staff capacity to follow-up on absences and ensure that all are explained.

We will also focus on building stronger connections between families and school. We will continue to analysis attendance data every 5 weeks and celebrate excellence in attendance through student certificates and attendance assemblies and recognise great class attendance through Milo and Mufti. Next year we will also put a spotlight on 100% class attendance. This will be recognised by the posting of a class picture to the school Facebook page every time they have 100% attendance and Principal rewards for classes with three days in a week with 100% class attendance.

In the initiative of **Wellbeing and Student Engagement** we will continue to focus on building positive and inviting learning environments, embedding trauma informed practice, and providing explicit lessons on healthy coping strategies, resilience, and self-regulation. To improve engagement we will focus on increasing and broadening extra-curricular opportunities for students in the areas of sport, music and debating.

Staff will engage in further high impact professional learning in Paul Dix's teaching strategies to support them in providing students with predictable and consistent learning environments. They will also complete the last of their four days of Berry Street Model training. These trauma informed practices will be embedded into all classrooms. The school sports structure and playground roster will be restructured so that there is coaching and teaching across K-6 to build student skills and interests in a wide range of representative sports. The school has sort and engaged a very talented cultural dance teacher who will provide weekly lessons and build the skills for a performance troupe. The school will employ a specialist music teacher and we will partner with the Coffs Harbour Conservatorium of Music so students have the opportunity to learn to play an instrument. Stage 3 students will have the opportunity to take part in the Premier's debating competition.

### 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>• Increase the percentage of students attending school 90% or more to between 60% an 65%.</li> </ul>	<p>The number of students attending greater than 90% of the time or more decreased by 18.1% from 2021 to 2022 to 38.84% in 2021.</p>
<ul style="list-style-type: none"> <li>• An increase of 1% in students indicating a sense of belonging from 2021 data (TTFM).</li> <li>• An increase of 1% in students identifying advocacy from 2021 data (TTFM).</li> <li>• An increase of 1% of students indicating expectation for success from 2021 data (TTFM).</li> <li>• An increase of 1% in students indicating positive behaviour at school from 2021 data (TTFM).</li> </ul>	<ul style="list-style-type: none"> <li>• There has been a 5% increase in the sense of belonging from the 2021 data (TTFM).</li> <li>• There has been a 0.2% decrease in students identifying advocacy from the 2021 data (TTFM).</li> <li>• There has been a 0.1% increase in Expectation of Success.</li> <li>• There has been a 12% increase in students indicating Positive Behaviours at School from 2021 data (TTFM) and a corresponding 4% decrease in Bully-Victim behaviour (TTFM).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>A 15% decrease in suspensions</b> from 2021 data (EBS).</li> <li>• <b>a 20% decrease in lunch-time detentions and executive intervention for behaviour during class time.</b> When there are consistent whole school practice, restorative justice, structured playground activities and positive learning for behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• EBS data indicates that there was a 71% decrease in the number of suspension the need for executive intervention for behaviour during class time has decreased by greater than 20%.</li> <li>• The SEF-SAS theme of Behaviour has increased from delivering to sustaining and growing. All themes of Wellbeing are now in the sustaining and growing range.</li> </ul>

there is a decrease in negative behaviour and a need for reactive intervention.

- an increase in **SEF-SAS theme Behaviour** (baseline data =delivering). Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school

## Strategic Direction 3: Quality Teaching

### Purpose

To ensure all students are provided with high quality and research-based teaching to maximise student learning outcomes in all key learning areas, we will embed a culture of continuous improvement where all staff engage in high impact professional learning, work collaboratively to reflect on and build practice, and strive to be highly accomplished teachers.

### 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.

- PDP process
- Consistent whole school protocols

### Resources allocated to this strategic direction

### Summary of progress

The 'Australian Professional Standards for Teaching' were embedded into the Professional Development (PDP) process for 100% of teachers. Staff elected to have Standard 5.1: 'Provide feedback to students on their learning' as a common PDP goal. This was a catalyst for staff to work together to build collectively efficacy. The Assistant Principals Curriculum and Instruction provided shoulder-to-shoulder instructional leadership for teachers and staff were provided with opportunities to share and showcase practice. This mentoring and coaching built teacher capacity and supported the development of a culture of continuous improvement.

Self-assessment against the School Excellence framework shows the school has moved from 'delivering' to 'sustaining and growing' in the theme of Feedback. At this level, 'teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning'.

This was a result of high impact professional learning that combined professional learning, reflective practice, and collaboration.

### Enablers of Implementation-PDP process & Consistent whole school protocols

- Staff development days and regular professional learning afternoons
- Assistant Principals - Curriculum and Instruction being available to provide Instructional Leadership
- Teachers working within professional learning teams
- A culture of continuous improvement
- Staff having a common goal to work collectively towards achieving

### Barriers of Implementation-PDP process & Consistent whole school protocols

- COVID-19 interruptions led to breaks in the flow of the process and the putting back of PL planned for the beginning of the year. This starting and stopping of the process interrupted momentum at critical points.
- Not having scheduled release to have regular one-on-one conversations on PDPs throughout the year.

### Next Steps

Working collectively on a common standard has proven successful; it has supported consistent whole school protocols and deep learning. In 2023, staff will work on Standard 5.3: 'Make consistent and comparable judgements'. The school leaders will lead staff in the work from the LEED project-Leading evaluation, evidence and data. Staff will meet regularly to observe and reflect on practice using Professor David Hopkins' commit to assessment for learning material and matrix. Teachers will work in triad to reflect on practice and release will be provided so staff can have regular conversations on PDPs goals and progress.

### 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>• For teaching staff to have a common goal that is supported by a coordinated whole school approach to professional learning, informed by research.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% teaching staff had 5.2 'Provide feedback to students on their learning' as a Performance and Development goal.</li> <li>• This was supported by a coordinated whole school approach to professional learning informed by Professor David Hopkins work on Curiosity and Powerful Learning and Hattie's work on Visible Learning.</li> </ul>
<ul style="list-style-type: none"> <li>• 80% of staff will move up one proficiency levels for Australian Professional Standard 5.2: Provide feedback to students on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school has moved from 'delivering' to 'sustaining and growing for the theme feedback within the domain of Effective Classroom Practice.</li> <li>• 100% of staff self reported that they have improved their professional practice and are now 'providing timely, effective and appropriate feedback to students about their achievement relative to their learning goals.' This is a 85% increase.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,055.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• A teacher was employed to provide personalised and targeted teaching to increase competencies in the use of English and to map his progress against the EAL/D progressions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the proficiency of the student's English which has led to greater interaction with peers and improved capacity to access learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The students will continue to receive support in the area of English and to have adjustments made to their learning programs. This support will be funded through English language proficiency funds and will be funding support will be based on level of need.</p>
<p>Integration funding support</p> <p>\$117,783.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tyalla 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being provided with targeted personalised learning, social and behaviour programs and having support to access learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A review of each student's progress and needs will direct the planning of their 2022 Personalised learning and support plans (PLaSPs).</p>
<p>Socio-economic background</p> <p>\$464,624.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tyalla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Data driven practice and professional learning</li> <li>• Whole School Attendance</li> <li>• Wellbeing and Student Engagement</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$464,624.18</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted and personalised interventions through the employment of Student Support Officers (SLSOs).</li> <li>• provision of release for teachers so they can engage in spirals of learning</li> <li>• resourcing of a smaller Year 5/6 class to increase equitability of resources and services</li> <li>• employment of additional staff to lead and support wellbeing and attendance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has led to significant improvement in wellbeing and behaviour in the school evidenced by a 70% drop in suspensions and increase in sense of belonging (TTFM 2022). The targeted early years intervention has resulted in pleasing increases of Year 3 students in the top NAPLAN bands and a decrease in the number of students in the bottom bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The tiered targeted intervention program and instructional leadership have proved to be highly successful and will be continued in 2023. The school will focus on increasing and broadening extra-curricular activities such as sport, dance, music and debating next year to provide students with more choice and options to grow their engagement and interests.</p>
<p>Aboriginal background</p> <p>\$166,338.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tyalla 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>• Data driven practice and professional learning</li> <li>• Whole School Attendance</li> <li>• Wellbeing and Student Engagement</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>• engaged 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 additional staff to support literacy and numeracy programs</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Aboriginal Education Officer has led and supported a greater understanding of local culture and language by all students across K-6, engagement of students in learning and the building of strong partnerships between of Aboriginal families and staff . The additional learning support has contributed to significant improvements in student outcomes in NAPLAN for both literacy and numeracy. The number of Aboriginal students in the top three bands exceeded state scores for both literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The combination of Aboriginal Education Officer and K-2 intervention has proven to be successful and will continue this in 2023. We will be deepening cultural knowledge, expertise and pride through a focus on the development of performing and creative arts . Gloria Mercy will be providing weekly cultural dance classes across K-6 and growing a junior and senior performance group. We will also be seeking community support in accessing elders to help with traditional and contemporary culture creative arts.</p>
<p>English language proficiency</p> <p>\$48,430.06</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tyalla Public School.</p>

<p>English language proficiency</p> <p>\$48,430.06</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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students improving English proficiencies, having pride in their culture and being able to better access learning in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This work will continue in 2023</p>
<p>Low level adjustment for disability</p> <p>\$215,174.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Tyalla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Data driven practice and professional learning</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 LaST teacher</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in student capacity to access the curriculum, improvement in self-regulating skills, environments being differentiated to support student need and improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The tiered personalised and targeted intervention model and LaST consultation and support have proven to have significant impact so it will be continued next year.</p>
<p>Location</p> <p>\$1,719.21</p>	<p>The location funding allocation is provided to Tyalla 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>• Other funded activities</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>• A new bus shelter has been funded by this and other funds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students will now have shelter from the rain and sun as they wait for their buses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year this money will be spent on technology to improve engagement.</p>
<p>Professional learning</p> <p>\$28,990.47</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 Tyalla Public School.</p>

<p>Professional learning</p> <p>\$28,990.47</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>• Data driven practice and professional learning</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>• engage release staff so teachers could engage in high impact professional learning and spirals of inquiry in evidence-based approaches to improve comprehension, writing and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> deeper knowledge of what works best, improvements in the quality of teaching comprehension, writing and numeracy that have led to improvements in student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next year staff across the school will complete their final day of the four day Berry Street Model training. They will also complete professional learning in curriculum implementation and high impact teaching strategies.</p>
<p>QTSS release</p> <p>\$55,621.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tyalla 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>• Data driven practice and professional learning</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>• assistant principals provided with additional release time to provide instructional leadership to build the quality of teaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increases in teacher capacity to deliver quality teaching in explicit teaching of reading, using rich texts, modelling and scaffolding to build quality of writing, using assessment to inform teaching and building classroom management skills to maintain safe and supportive classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use these funds to allow Assistant Principal's to build teacher quality in high impact strategies through the provision of instructional leadership.</p>
<p>COVID ILSP</p> <p>\$169,526.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This support lifted student outcomes to grade level in reading and numeracy for a significant percentage of students on the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the COVID support will be targeted at the stage two and three students with gaps in their literacy or numeracy learning.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	136	137	138
Girls	162	168	141	132

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	89.3	90.3	85.7
1	92.1	86.4	89.3	84.0
2	91.7	91.4	86.1	85.9
3	89.1	86.2	88.4	80.6
4	88.6	87.2	86.5	80.8
5	90.0	88.1	86.1	79.4
6	88.5	86.9	83.3	78.5
All Years	90.1	88.1	87.1	82.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

---

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	11.07
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	5.82
Other Positions	2

\*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 Actual (\$)
<b>Opening Balance</b>	815,701
<b>Revenue</b>	4,486,779
Appropriation	4,465,106
Sale of Goods and Services	-105
Grants and contributions	21,179
Investment income	399
Other revenue	200
<b>Expenses</b>	-4,303,995
Employee related	-3,996,674
Operating expenses	-307,321
<b>Surplus / deficit for the year</b>	182,784
<b>Closing Balance</b>	998,485

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	120,839
<b>Equity Total</b>	894,568
Equity - Aboriginal	166,339
Equity - Socio-economic	464,624
Equity - Language	48,430
Equity - Disability	215,175
<b>Base Total</b>	2,458,382
Base - Per Capita	71,766
Base - Location	1,719
Base - Other	2,384,896
<b>Other Total</b>	612,369
<b>Grand Total</b>	4,086,158

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

Tyalla Public School utilises a range of strategies to gather information in regard to student, parent and staff satisfaction. These include Tell Them From Me surveys, school developed surveys and formal and informal discussions with parents. The information gathered from members of the school community remain very positive with high levels of satisfaction. The school analyses all information to ensure continual improvement as a collective. A number of new initiatives will be introduced in 2023 as a result of feedback from the 2022 surveys.

The 2022 surveys of both parents and students reinforced high levels of satisfaction, with the majority of survey respondents valuing the inclusive and welcoming culture of the school and the support and care provided by the teachers. Responses from the multiple-choice questions in the parent survey indicated that 95% of respondents felt welcomed when they visit the school and 85% felt like a partner in their child's education.

The open-ended question: 'What does Tyalla Public School do well?' also reflected this belief and included responses of 'the high standard of education and the support you give to students and parents', 'the teachers are amazing and the school includes all the kids and ensures they feel included and involved', 'culture is done well here and I am proud to be part of it', 'the respect that you instil in children and the commitment to safety you all show for my son who has high health care needs'.

The parent surveys also revealed areas for improvement. These included having a canteen, more excursions and camps and being provided with more notice of events. Due to COVID-19 restrictions and associated financial burdens the P & C ceased operating the school canteen. The school would also like to see the canteen operational and will be having renewed talks with the P & C to see how this can happen. With COVID restrictions lifted staff are planning excursions and/or camps for each stage. The newsletter now includes a calendar so that parents can see upcoming events.

The student's responses to 'What is the best thing about Tyalla Public School?' overwhelmingly showed friends, teachers and sports as the best aspects. The following student responses reflect the satisfaction and values of the students: 'great community and teachers and students are kind', 'I get to learn and hang out with my friends' and 'making friends and experiencing new things'. Students also liked the breakfast club, having individual laptops, music lessons, air-conditioned library and special events.

Student responses to 'What else would you like us to run at Tyalla Public School?' indicated a wish for more sports, excursions and a swimming pool. The school has restructured Friday afternoon sport and included the option of sports coaching and refereed games at lunchtime. The school also applied for a grant through the Sporting Schools Program and received \$3000 which will be used to provide specialised coaching sessions to K-6 students during semester one of 2023.

The swimming pool may need to remain a wish, as much as we would love one, I don't think that will happen in the near future. The school will be increasing its extra-curricular activities through offering specialist lessons in cultural dance, Stage 3 inter-school debating and additional lunch-time music groups.

To support student engagement and the integration of technology into learning the school has purchased an additional class set of laptops and charging cabinet, document cameras for K-2 classrooms and a 3D printer. Additional modern and multifunctional furniture was purchased to support collaborative and flexible teaching.

Teacher feedback from the multiple-choice section of their survey showed that 80% felt that staff at Tyalla Public School are welcoming and friendly and that teachers make a difference to student learning and wellbeing outcomes. 73% felt that their teaching skills have increased in the last two years.

Teachers indicated that Tyalla Public School does collaboration, inclusion, student wellbeing and Aboriginal education well, and that we 'have a whole school approach to teaching, learning and attendance.' The areas of improvement included more excursions and off-site activities, development of a behaviour matrix and the need for stronger consequences for violent behaviours.

Tyalla Public School values feedback from community and is committed to working in partnership with community to provide quality inclusive education where all students are known, valued, and cared for.



# 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.