

2022 Annual Report

Tirriwirri School



TIRRIWIRRI SCHOOL

5770

Introduction

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

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

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School vision

Our community will work together innovatively and creatively to enable all learners to realise their hopes, dreams, and aspirations. Respectful relationships and safe environments nurture the growth of independent and confident individuals who can communicate in the world around them.

School context

Tirriwirri School opened at the beginning of 2021. It is located in Queanbeyan and caters to students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment, and/or neurodevelopmental disorder. The school has the capacity for 7 classes. Currently, there are 5 classes of mixed ability, each class has a maximum of 8 students, with 6 Aboriginal students and 2 students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer provides assistance in each classroom to the teacher to deliver high quality, personalised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual priorities for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff, and Aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe, innovative, and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to developing transition programs that enable students to grow and achieve success. The promotion of a collaborative professional learning culture driven by the analysis of student data and focused upon the development of teachers, knowledge, skills, and understanding will be the key to improving student outcomes.

Tirriwirri School is an inclusive setting that promotes learning, teaching, and leading for all learners. The school values and beliefs reflect the commitment towards developing strong partnerships with parents/carers, external agencies, and therapeutic providers. A commitment has been made to developing connections within the community to promote the school and establish connections that will nurture the growth of our students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to provide high quality teaching and learning using a clear and consistent approach to literacy and numeracy assessment, catering for the diverse learning needs of our students and supporting them to achieve their personal learning priorities.

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 approach to assessment
- Personalised learning

Resources allocated to this strategic direction

Aboriginal background: \$3,636.00

English language proficiency: \$3,334.00

Literacy and numeracy: \$2,234.00

Socio-economic background: \$1,536.00

SSP quality teaching support: \$15,766.00

SSP supplementary funding: \$29,464.00

QTSS release: \$2,873.00

Summary of progress

Whole school approach to assessment

Our focus in 2022 was to explore whole school assessment strategies that could be used in teaching and learning practices to support students with complex learning needs.

Teachers and School Learning Support Officers (SLSOs) engaged in high impact professional learning with CESE on assessment for complex learners. This learning assisted teachers to effectively identify student learning needs and plan the next steps using a Passport for Learning. This training allowed for deep discussion between staff about specific student needs. It provided staff with a common vocabulary and lens for dialogue. Teachers began embedding terminology used in the Passport for Learning tool into assessment data sheets used in teaching programs. While this tool provided some direction for a whole school approach to cognitive, receptive language, expressive language and social skills, it became clear through exposure to research that there were gaps in the area of teaching communication. To build the capacity of staff to identify the communication needs of students a speech pathologist was engaged to provide professional learning to staff. A clarifying canvas and rapid action plan was developed with the speech therapist. The outcomes of this process were that we needed to develop staff, parent/carer knowledge and understanding of communication in order to better support the individual communication needs of students. Intensive sessions with speech therapists led to the decision that our school would implement Language Acquisition through Motor Planning (LAMP). Fourteen LAMP devices were purchased for student and staff use. Parent and staff sessions were held to explore the therapeutic approach that uses motor learning principles as a voice output communication aid for students to communicate.

Teachers and School Learning Support Officers (SLSOs) completed MiniLit training in Semester 1, 2022. This learning provided core knowledge of a potential school wide approach to literacy teaching, learning and assessing. Following MultiLit training, staff concluded that the literacy skill requirement for this program was too high for the majority of our primary student cohort. It was decided that InitialLit would best service our setting. Two teachers completed the InitialLit training in 2022. It was identified after completing a Clarifying canvas and Whys analysis that teachers needed to recreate the benchmarking assessments and learning materials so that students with complex needs could use them. A team has been formed to begin this task in 2023.

In 2023, further staff development will occur to deepen the knowledge and understanding of effective communication assessments and how to identify appropriate communication goals for students. Staff will continue to work closely with speech therapists to embed LAMP as a communication system at Tirriwirri. Selected staff will attend the LAMP conference to keep the school informed on evidence-based practice.

Teachers will continue to revise and create resources to differentiate teaching lessons and assessment tasks from the InitialLit program. All students will be assessed against the tool and the data will be recorded and discussed in a team.

Personalised learning

In Term 1 2022 personalised learning SMART goals were reviewed and teachers were provided with professional learning to build their capacity to develop goals that will meet the individual needs of students. The format for the personalised learning plan was reviewed and modified based on feedback from teachers and parents. In Term 3 and 4 Annual Reviews of student placement were held enabling personalised learning goals to be streamlined in consultation with parents/carers.

All students individual learning needs were identified within a personalised learning and support plan that was developed in consultation with students and their parents/carers. The attendance of parent/carers at Personalised Learning and Support meetings in Term 1 and at the Annual Review meetings in Semester 2 was 90% and above. The communication that was sent prior to the meetings facilitated parent/carer participation and through a series of questions provided them with time to reflect on what they wanted their child to achieve.

It was identified that having PLSP meetings in Term 1 for students transitioning to school did not allow enough time for the student to settle into school and to form connections with staff that would enable an accurate identification of their individual needs. Feedback from teachers, the leadership team and parent and carers highlighted the need to improve the processes around how student SMART Goals were identified, written and measured. It was identified after completing a Why's analysis that the lack of evidence based assessment tools for students with complex needs, the reliance on individual teacher judgement to inform planning and the different levels of expertise and knowledge amongst teachers impacted on identifying and setting individual learning goals.

The attendance and participation of service providers in the personalised learning process was very low. It was identified through conversations with parents/carers and providers that a number of factors contributed to this occurring including communication in a timely manner to providers, a lack of understanding of the process, the impact on a child's individual funding and the availability of the provider at the same time as the parent/carer.

Evaluations of the personalised learning initiative in 2022 have identified areas for improvement. In 2023 further professional learning and collaboration needs to take place on the criteria for setting goals, assessment of individual needs, reviewing and modifying goals and continued refinement of the PLSP format. Another component is how meetings are planned, communicated and timelines for invitations with intention to include service providers. For all new students, the initial Personalised Learning and Support meeting will occur one term after commencement to allow time for assessment of individual needs to occur .

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
Improve the school's self-assessment level in the Learning Domain theme Assessment working towards delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at working towards delivering in the theme of Assessment.
Improve the school's self-assessment level in the Wellbeing Individual Learning needs theme working towards delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at working towards delivering in the theme of Wellbeing Individual Learning needs.

Strategic Direction 2: Staff working together

Purpose

Our purpose is to develop innovative and evidence-based professional practices for all staff by working together and sharing the responsibility for student growth and achievement.

Initiatives

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

- Collaborative practice and feedback
- Professional Learning Community

Resources allocated to this strategic direction

SSP supplementary funding: \$14,835.00

SSP quality teaching support: \$11,258.00

Per capita: \$3,162.00

Professional learning: \$14,690.00

Summary of progress

Collaborative practice and feedback

Our focus in 2022 was to increase staff understanding of different collaborative approaches and its benefits. We focused on improving the way in which teachers worked together with a commitment to focusing on improving students outcomes.

Staff surveys from the professional learning was provided to teachers using the 'What Works Best 2020' document toolkit focusing on collaboration facilitated greater understanding of the benefits of using collaboration time effectively.

Teachers worked together to review the curriculum and to revise teaching practices and learning programs. Resourcing and timetabling impacted on the momentum of this occurring. Evaluations indicated that a framework for collaboration and a school focused purpose for these sessions would lead to improved student outcomes.

After consideration of the progress made in 2022 in the initiative Collaborative Practice and Feedback the decision has been made to embed this evidenced-based teaching practice into Strategic Direction 1 and 3 initiatives. By refining what we are doing, sharpening our focus and being more efficient and effective with our time we hope to increase our capacity to achieve the school improvement progress measures in Strategic Direction 1 and 2.

Professional Learning Community

In 2022 professional learning across the school aligned with staff performance and development goals and school priorities. The leadership team focused on building a professional learning community that is focused on continuous improvement of teaching and learning. To improve leadership capacity across the school the leadership team participated in professional learning in Choice Theory and Art of Leadership.

Professional learning opportunities were provided by Speech Pathologists and a local Occupational Therapist to teaching and non teaching staff to improve their understanding and knowledge of how to support the communication and sensory needs of students in our school. In Term 3, the Principal and two teachers attended the annual Special Education Principal Leadership Association conference. The conference provided an opportunity to build on existing knowledge and practice, and to collaborate with other special educators across NSW. Support staff engaged in professional learning with Sue Larkey to develop their professional practice in relation to autism.

A Professional Reading Library was created for staff to update knowledge and practice targeted to professional needs, school and/or system priorities.

Resourcing and timetabling impacted on the progress and implementation of activities in this initiative. Learning from Choice Theory and Art of Leadership indicated that to create effective change across the school, professional learning is more effective when tied to targeted areas.

After consideration of the progress made in 2022 in the initiative Professional Learning Community the decision has been made to embed this evidenced-based teaching practice into Strategic Direction 1 and 3 initiatives. By refining what

we are doing, sharpening our focus and being more efficient and effective with our time we hope to increase our capacity to achieve the school improvement progress measures in Strategic Direction 1 and 2.

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
Improve the school's self-assessment level in the Learning and Development theme of Collaborative practice and feedback to working towards delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at working towards delivering in the theme of Collaborative practice.
Improve the school's self-assessment level in the Learning and Development theme of Professional Learning to working towards delivering against the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school is currently performing at working towards delivering in the theme of Professional Learning.

Strategic Direction 3: Culture of connection and belonging

Purpose

Our purpose is to work together with parents/carers, and the greater community to support students achieve their personalised learning priorities and to create a culture of connection and belonging.

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.

- Community engagement
- Transitions and continuity

Resources allocated to this strategic direction

SSP supplementary funding: \$46,397.00

Per capita: \$16,865.00

Socio-economic background: \$408.00

English language proficiency: \$686.95

Aboriginal background: \$731.00

6101 Establishment: \$115,000.00

Professional learning: \$3,680.00

SSP quality teaching support: \$13,380.00

Summary of progress

Community Engagement

Our focus in 2022 was on providing parents and community members with in a range of school related activities to build the connections and a sense of belonging within the community.

Parents/carers were invited to attend personalised learning and support planning meetings in Term 1 and annual review meetings in Term 3 with teachers and support staff. Parents/carers were provided with questions prior to the meetings to reflect on their hopes, dreams and aspirations for their children. On 22 March parents/carers and families were invited to a community event to showcase learning environments and key initiatives being implemented across the school. Throughout the year the school implemented a number of changes to improve communication with parents/carers. In Term 3 we went live with the Sentral Parent Portal, the newsletter format changed to SWAY and we employed a social media consultant to regularly update the school website. To enable these measures to be implemented the school increased the school administration officer entitlement. In Term 4 the school participated in the 'Tell Them From Me' survey, five parents completed the survey. The survey results indicated the school scored above the NSW Government norm in 5 out of 7 aspects. The two aspects that were below the norm were for parents support learning from home and school supports positive behaviour. In the aspects of parents feeling welcome and informed the school scored the highest.

During the year the school consulted with the community to develop a school logo that truly reflected the vision, values and beliefs of the community. In Term 4 the logo was then displayed across the school.

In Term 4 to acknowledge and celebrate student learning and wellbeing achievements the community were invited to attend the end of year presentation ceremony.

Attendance by external providers at the personalised learning meetings and at the Community Showcase was low. Providers indicated that often they were not aware of the meeting or that they found it challenging to coordinate a time that was suitable for all parties.

In 2023, we will work with families to facilitate greater involvement of service providers in the personalised learning and support process. The reflective prompts we give parents prior to the meeting to will be reviewed and refined. Staff will be encouraged to be prepared prior to meetings. Greater consideration regarding the language and jargon used when communicating with our parent/carer community will be taken. A strength based approach will be taken across the school when communicating with parents and when setting personalised learning goals.

Through the establishment of the Queanbeyan Inclusive Working Party the school will work towards a culture of collaboration and sharing of effective practice to improve inclusion across our network of schools.

Transitions and continuity

In Term 2 a Job Coach was employed by Karabar High, Tirriwirri School and Queanbeyan High to support students transitioning to post-school options. The Job Coach researched and investigated post school programs in other settings and attended the 'Securing Future Shifting Mindsets' Conference to build her capacity to support school to work programs.

In Term 3 the school entered an agreement with Woolworths and Futschis to establish a Mini Woolies Project at Tirriwirri School. A shed was constructed to create a learning space for the project.

A range of play equipment including inclusive cubby houses were purchased for playground areas to facilitate through play the social, emotional growth of young students transitioning to school.

The employment of a Job Coach increased the level of support students received to access post school options and valuable connections within the community were established that will enable the school to provide a wider range of career opportunities in the future for older students.

Evaluations and feedback from parents/carers, staff and community indicate that we need to refine and improve the school transition procedures. Early intervention and increased involvement of key professionals to support transition to and from the school were identified for focus in 2023.

In 2023 the school will continue to engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. Specifically, school transition procedures will be reviewed and modified. An increase will be needed in resource allocation to enable early identification of individual learning needs and a more efficient and effective engagement process to engage external providers.

The Job Coach working alongside high school staff will continue to provide support to individual students in the school and will continue collaborating with the community to support continuity of transitions.

The Mini Woolies project will be launched in Term 1 2023. The learning space will enable teachers in the future to implement dynamic and engaging learning opportunities for all students.

In 2023 transition procedures will be reviewed and modified. An increase will be needed in resource allocation to enable early identification of individual learning needs and a more efficient and effective engagement process to engage external providers.

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
Improve the school's self-assessment level in the element of Educational Leadership focusing on the theme community engagement to delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of Educational Leadership focusing on the theme community engagement.
Improve the school's self-assessment level in the Learning Culture theme Transitions and continuity of learning to working towards delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at working towards delivering in the theme of Transitions and continuity of learning.
Increase the proportion of students attending 90% or more of the time by 2% from baseline data.	Attendance data indicates a decrease 28.8% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the school based target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,944.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tirriwirri School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to assessment • Community engagement • Transitions and continuity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increased engagement and confidence of teachers to use evidence based literacy strategies to improve the literacy levels of students. Increased community engagement and participation within the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with the InitialLit Foundation resources to support improved literacy levels for all students. In Term 1 2023, the teachers will work together to modify and adjust the current InitialLit assessments to make them accessible for the student cohort. Continue to develop strong partnerships with families by celebrating student achievements.</p>
<p>Aboriginal background</p> <p>\$4,367.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tirriwirri School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to assessment • Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional learning for staff to enhance literacy pedagogy • community engagement and celebration and resourcing to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased engagement and confidence of teachers to use evidence based literacy strategies to improve the literacy levels of students. Increased community engagement and participation within the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement Multilit programs in classrooms to support improved literacy levels for all students. Continue to develop strong partnerships with families by celebrating student achievements.</p>
<p>English language proficiency</p> <p>\$4,020.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tirriwirri School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$4,020.95</p>	<p>including:</p> <ul style="list-style-type: none"> • Whole school approach to assessment • Community engagement • Transitions and continuity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Increased engagement and confidence of teachers to use evidence based literacy strategies to improve the literacy levels of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with the InitialLit Foundation resources to support improved literacy levels for all students. In Term 1 2023, the teachers will work together to modify and adjust the current InitialLit assessments to make them accessible for the student cohort. Continue to develop strong partnerships with families by celebrating student achievements.</p>
<p>Professional learning</p> <p>\$18,370.00</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 Tirriwirri School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transitions and continuity • Professional Learning Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to build leadership capacity <p>The allocation of this funding has resulted in the following impact: Increased leadership capacity by engaging in professional learning targeted towards creating a culture of empowerment, responsibility and researched based practices.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in professional learning to build leadership capacity across the school.</p>
<p>Literacy and numeracy</p> <p>\$2,234.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tirriwirri School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Increased engagement and confidence of teachers to use evidence based literacy strategies to improve the literacy levels of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with the InitialLit Foundation resources to support</p>

<p>Literacy and numeracy</p> <p>\$2,234.00</p>	<p>improved literacy levels for all students. In Term 1 2023, the teachers will work together to modify and adjust the current InitialLit assessments to make them accessible for the student cohort.</p>
<p>QTSS release</p> <p>\$2,873.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tirriwirri School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Increased opportunities for staff to engage in collaborative practices to improve student outcomes Increased community engagement to enrich student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Strategic Direction 2 Working Together will be absorbed into Strategic Direction 1 and 3 as Professional Learning and Collaboration will be evidence based practices that the school uses to achieve student growth and increase community engagement.</p>
<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Not applicable <p>The allocation of this funding has resulted in the following impact: Not applicable as the school did not use the funds</p> <p>After evaluation, the next steps to support our students will be: Not applicable as the school did not use the funds</p>
<p>SSP supplementary funding</p> <p>\$90,696.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirriwirri School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to assessment • Collaborative practice and feedback • Community engagement • Transitions and continuity • Professional Learning Community <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. / release time for staff to supervise excursions • release time for staff to support teacher mentoring • employment of external support services including the engagement of dedicated specialists to address areas of specific student need

<p>SSP supplementary funding</p> <p>\$90,696.00</p>	<ul style="list-style-type: none"> • engagement of Instructional Leader to support student growth and attainment outcomes • employment of additional staff to support in the creation of high-quality teaching and learning programs • employment of staff to improve the communication between the school and external stakeholders <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to make adjustments for individual student communication needs Increased connections within the community that will provide greater opportunities for students to access post school options Increased capacity of teachers to develop personalised learning plans in consultation with families.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide professional learning to all staff to implement evidence based communication systems across the school to enable students to increase their language acquisition. Continue to engage the job coach to facilitate students engaging in meaningful and targeted career education. Continue to provide professional learning to teachers to build their capacity to make adjustments to meet individual student needs.</p>
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Student information

Student enrolment profile

Students	Enrolments	
	2021	2022
Boys	6	20
Girls	5	6

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
Classroom Teacher(s)	4.87
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.17

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	498,962
Revenue	2,656,791
Appropriation	2,653,068
Sale of Goods and Services	2,115
Grants and contributions	1,517
Investment income	91
Expenses	-2,698,910
Employee related	-2,003,871
Operating expenses	-695,039
Surplus / deficit for the year	-42,119
Closing Balance	456,843

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	10,341
Equity - Aboriginal	4,375
Equity - Socio-economic	1,945
Equity - Language	4,021
Equity - Disability	0
Base Total	1,823,932
Base - Per Capita	20,285
Base - Location	0
Base - Other	1,803,647
Other Total	667,080
Grand Total	2,501,353

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.

Parent/caregiver, student, teacher satisfaction

Students

Student Personalised Learning and Support plans were developed at the beginning of 2022 in consultation with students and families and reviewed in Term 3 and 4. Student voice in the process is valued and students provide a contribution to their plan by identifying what is important to them, what activities they enjoy at school and outside school, what is important to them and what they would like to do better in the next 12 months.

In 2023 we will work towards increasing student participation and voice in the personalised learning and support process. To enable students to become independent and confident greater involvement in the community and increased work placement opportunities will be a focus.

Parents/Carers

Feedback from parents/caregivers in 2022 indicated they feel welcome when they visit the school, they can easily speak to their child's teacher and the principal, they are well informed of school activities, and written information from the school is clear, and easy to understand. Parent/caregivers indicated they are well informed of their child's progress and they believe teachers take into account their child's needs, abilities and interests. An area for improvement that has been identified from the feedback is positive behaviour support within the school. Responses from parent/caregivers indicated they believe staff understand the individual needs of students, extra support is provided when needed and students are included in school activities.

In the feedback from parents/caregivers in 2022 an area identified for improvement was positive behaviour support within the school. In 2023 staff will focus on developing the School Behaviour Support and Management Plan which will provide an overview to parents/caregivers of our schools whole school behaviour management approach and will outline practices and processes.

Staff

Staff were surveyed across the school and asked questions relating to leadership, professional practices, student engagement and parent engagement. In most responses 80% or more of staff indicated they agreed to strongly agreed in the following areas. Leaders helped improve their professional practice, staff work with leaders to create a safe and orderly school environment, staff are working together to increase student engagement, they receive helpful feedback about their professional practice, individual student progress is monitored, high expectations are set for students learning, effective adjustments strategies are applied to meet the needs of learners and staff regularly inform parents about their children's progress.

The focus in 2023 will be on building the capacity and confidence of staff to use assessment data to inform learning programs. The leadership team will look for regular opportunities to celebrate student and staff achievement to build momentum towards achieving school improvement.

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.