

2022 Annual Report

Tamworth High School



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Introduction

The Annual Report for 2022 is provided to the community of Tamworth High 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

To be recognised as a centre for innovation and excellence; to deliver a dynamic curriculum in a responsive, caring and flexible learning environment.

School context

Tamworth High School is a comprehensive co-educational high school of approximately 700 students, located in a large regional city. It provides an education for students from a large cross-section of the community, including children from urban and rural environments, and from a wide range of socio-economic backgrounds.

Tamworth High was the original public secondary school established in the city in 1919 and has been located on its current site since 1961. As such, the school enjoys a strong community identity with traditions in academic, sporting, leadership and cultural pursuits.

The school's 2017 Family Occupation and Education Index is 145 indicating that 81% of NSW school communities are more advantaged than the THS school community (FOEI average = 100). The school has a small but steadily increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of approximately 43% who enjoy the support of a strong and proactive Aboriginal Education Team. This team is led by a regionally funded Head Teacher - Learning & Engagement. The school actively supports the local Aboriginal Education Consultative Group and encourages leadership and student voice through an active Junior Aboriginal Education Consultative Group.

The school conducted a thorough situational analysis process, reviewing a range of school data, which culminated with decisions about the strategic directions for the 2021-2024 Strategic Improvement Plan. We found that the school is in a position to consolidate major strategic strategies that were implemented midway through the 2018-20 school planning cycle. This will provide continuity as we move into the new SIP planning cycle, with minor adjustments made to ensure continued growth in areas of student growth and attainment, enriched learning culture and enhanced leadership.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in the area of literacy and numeracy as the foundation for academic success, including the further development and refinement of teacher practices that are determined by the learning needs of individual students. Engaging directly with student wellbeing to support learning engagement.

Initiatives

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

- Student Learning
- Student Engagement and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Per capita: \$114,921.00

6100 Rollover: \$83,500.00

Aboriginal Learning and Engagement Centre: \$266,644.00

Aboriginal background: \$472,885.00

English language proficiency: \$10,618.00

Low level adjustment for disability: \$438,399.00

Socio-economic background: \$133,375.00

Integration funding support: \$309,409.00

Summary of progress

In 2022 THS ran two initiatives in this Strategic Direction.

Initiative 1: Engage in targeted training and intervention in literacy and numeracy.

To achieve this, THS ran the following programs.

- Homework & Subject Specific Tutoring
- Quicksmart Numeracy
- Minimum Standards Intervention
- Year 7 Small Group Literacy and Numeracy Intensive Intervention
- External Examination Support

These programs provided individual and group support for students throughout the year. There were barriers for the successful implementation of the programs, mainly the unavailability of staff, and key staff transferring out of the school.

In 2023, the school will look at reimagining the Homework Centre, survey parents and students, to to gain input on how to make the centre more attractive for students to attend. To help overcome some of the staffing issues with programs, the school will look at employing and training SLSO staff to run the program, such as Quicksmart Numeracy.

Initiative 2: Eliminate barriers to engagement

To achieve this THS ran the following programs:

- Careers & Transition
- Forge Wellbeing
- ALEC Targeted Support
- Enhanced Transition Program
- The Hive
- Girls Programs - Year 8 target group and Aboriginal Girls Program
- Community Volunteer Program

The success of these programs was due to the work by the various coordinators and staff associated with the programs. The Hive was created at the commencement of 2022 as a Wellbeing hub. The area consists of high visibility staff where a number of student functions take place. For the 2022 period, the Hive hosted the Wellbeing Team, two Deputies, HT

Admin, the PIP program and a SASS member. The Hive was used for Wellbeing matters, discipline and SAO functions. The Hive administers the Fresh Fruit program, health care plans, student interviews, access to support services, meetings with the WHINN and numerous other functions.

In 2023 the Transition Program will focus on reaching out to Year 5 Cohorts of partner schools in conjunction with current Year 6 transition programs. This will include building stronger relationships with partner schools and future prospective students, families and the community to allow for a positive transition between primary school and secondary school. A reduction in the teaching load of the HT Wellbeing will further the efficiency and capability of the Wellbeing Team to run programs and assist students with their Wellbeing issues. The 2023 format of the Hive contains Wellbeing staff and the HT Admin. The enablers are the support from the entire staff and student body being able to access Wellbeing staff easily. There is now a clear line of distinction between Wellbeing and discipline.

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
Improvement in the percentage of students attending school > 90% of the time to be above the lower bound system negotiated target of 54.2%	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 8.5%. This data is invalidated by the Flexible attendance markings during COVID lockdowns in 2021 and an invalid comparison to 2022 data.
Improvement in the percentage of students achieving expected growth in reading to be above the lower bound system negotiated target moving toward the upper bound target.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in numeracy to be above the lower bound system negotiated target moving toward the upper bound target.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the top two bands to be above the schools lower bound system negotiated target in reading of 12.2%	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the top two bands to be above the schools lower bound system negotiated target in numeracy of 14.3%.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in percentage of students achieving in the top three bands of the HSC to be above the schools lower band negotiated target of 42.3%.	<ul style="list-style-type: none"> 34.4% of students attained results in the top three bands demonstrating progress toward the lower bound target
Increase the percentage of Aboriginal students achieving the top three NAPLAN bands to above the schools lower bound system negotiated target in reading of 26.6%.	<ul style="list-style-type: none"> The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased from 14.4% to 20.0%.
Increase the percentage of Aboriginal students achieving the top three NAPLAN bands to above the schools lower bound system negotiated target in numeracy of 15.8%.	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Maintain the number of Aboriginal Students in Year 11 in order to achieve	<ul style="list-style-type: none"> The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has maintained at a rate of 50% from Year 8 2019 to

The Higher School Certificate or equivalent (based on 2019-Year 8 student numbers of 42) by 50% by the year 2022 (22 Aboriginal students)	Year 11 2022.
Proportion of students HSC results in the top two achievement bands to increase from the baseline of 9.0% to the lower bound target of 15.4%.	<ul style="list-style-type: none"> • 9.8% of students attained results in the top two bands demonstrating progress toward the lower bound target.

Strategic Direction 2: Enriched Learning Culture

Purpose

To create a discourse of learning with students to facilitate deeper knowledge and understanding through the ideals of Instructional Leadership, Visible Learning and Formative Assessment. To explore alternative physical environments and curriculum structures with the intention of high impact learning environments.

Initiatives

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

- High Impact Teaching
- Quality Inclusive Learning Environment

Resources allocated to this strategic direction

Professional learning: \$82,768.00

Aboriginal background: \$13,000.00

Socio-economic background: \$796,964.00

Student support officer (SSO): \$96,058.00

Summary of progress

In 2022, THS focused on two initiatives within this Strategic Direction.

Initiative 1: High Impact Teaching

To achieve this, THS engaged with a range of programs.

- Impact Coaching
- Instructional Gatherings
- Instructional Rounds in preparation for 2023 implementation
- Supportive technologies for professional reflection
- HSC Marking Support

These programs provided staff with an understanding that observation and self-reflection are valuable tool for professional development and enhancement of pedagogy in the classroom. Head Teachers have begun to support the process of recorded observations to support teacher self-reflection. To enable staff understanding that the role of effective coaching of teachers is an important professional development opportunity, THS hired specialist staff to work with and develop the leadership capacity of executive has supported this program. The barriers to the success of Instructional Teaching Rounds were casual staff unavailability. Due to this barrier, the program has not been able to be appropriately staffed. The unpredictability of the release time, which needs to be consistent and reliable, has meant that this program was not possible. Although the implementation of Visible Learning has stalled due to competing priorities in 2022, the foundational skills for both staff and students, continue to provide support for learning in all settings.

In 2023, the school will refocus on this direction with EOI/interested staff. This would include specific mentoring/training of these buddy groups of teachers on how to observe, document and reflect for positive development of practice and raise staff confidence in the use of technology and the application and use of the video recording to increase engagement with this valuable reflective tool.

Initiative 2: Quality Inclusive Learning Environment

To achieve this, THS engaged with a range of programs.

- Big Picture Education
- 4C HPAT Program
- Dynamic Flexible Learning Spaces including senior study
- Neurodiversity Support

With the implementation of Big Picture at THS, the program was catered for using an allocated learning space that was specifically designed with furniture. Professional learning of the staff within Big Picture education supported student engagement and awareness of expectations. After three years action in the 4C HPAT space, the program is beginning to

develop a reputation within our Primary School community. A firm understanding of the focus of the class on high potential and talent as per the Department policy is holding true, as opposed to classes purely determined on academic performance. The development of a Senior Study space has been successful in providing spaces that allow for both individual and group study sessions.

The next steps in the development of Big Picture, is the training of staff and prioritising who will be staffing the advisories. Furthermore, to develop the school culture for engagement and understanding in the school community. To further develop the 4C HPAT Program an information evening held in the early weeks of Term 1 2023 is aimed at direct communication with parents about the program. It is important for our parents and students to have all the information before making a decision about the educational pathway available to them. The next steps in the implementation of enhanced pedagogy is to become a champion of mainstream neurodiversity accommodations and engagement and to advocate for the ethical and legislative need for the embedding of inclusive practices.

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
HIGH IMPACT TEACHING All teachers have an understanding of Learning Intentions & Success Criteria, SOLO Taxonomy and Feedback strategies and how they can relate to their classroom practice. Teachers are commencing their implementation of their professional learning and are evaluating the impact of their practice.	Teachers continued to engage with Learning Intentions & Success Criteria throughout 2022.
HIGH IMPACT LEARNING All students have an awareness of Learning Intentions & Success Criteria and how the use of these in the classroom can have an impact on their learning. Students are attempting to use this strategy in an assessment of their own learning. This is the first steps to students becoming assessment capable learners.	<ul style="list-style-type: none"> Classroom walkthroughs indicates the percentage of students regularly utilising learning intentions and success criteria to evaluate and reflect on explicit learning goals and improve learning outcomes has increased.
QUALITY INCLUSIVE LEARNING ENVIRONMENT Evaluation of 4 test rooms across various spaces throughout the school. redesign and implementation of Stage 2 Roll out Stage 4 Big Picture class staffed and operational	<ul style="list-style-type: none"> The remainder of all classrooms were refitted with new flexible furniture. This furniture allowed for student choice of seating and has seen increased engagement. This has also allowed for various designs of the physical learning space that is contextual to each class. Big Picture continues to remain in place. Semester Two saw an evaluation of the staffing model and student performance. From this targets for growth and attainment of IBPLC have been established in preparation for Stage 5 and 6 learners in 2023.

Strategic Direction 3: Enhanced Leadership

Purpose

To foster enhanced leadership at all levels of engagement with staff, students and the community to provide measurable support for growth and development in an evolving professional and academic landscape; including Instructional Leadership, Accreditation, Professional Learning, Student Equity and community engagement.

Initiatives

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

- Student Leadership
- Teacher Leadership
- Non-Teacher Leadership

Resources allocated to this strategic direction

Professional learning: \$52,000.00

Socio-economic background: \$192,952.00

Location: \$2,063.00

Summary of progress

In 2022 THS ran three initiatives in this Strategic Direction.

Initiative 1: Growing Future Learners and Leaders

- Revised Student Leadership
- Leadership in the Middle School Program (Industria)
- Combined student leadership Model

Support from the P and C and leadership team of THS ensured the success of Revised Student Leadership. The enthusiasm of the teams to have a supported environment to consider each other's role within the school team was an enabler of the Combined Leadership Model. Having the space in the cafeteria to allow for the joining of teams was essential. The staff supporting these groups had greater support for themselves also. A strong commitment to not destroying the long held traditions of the school was not a barrier to the completion of the Revised Student Leadership Program and Combined student leadership Model but did slow down the process.

In 2023, Implementation of Industria Leadership in Middle School Program with Stage 4 is key. Starting the process smaller and building its success will make sure the leading and implementation process is not overwhelming. In future proofing the Combined Leadership Model, with the loss of the prep structure it will be important to find a specific time, on a regular basis, to support bringing these teams together.

Initiative 2: Teacher Leadership Capacity Development

- BTS Executive Program
- Target Leadership Pathway
- Accreditation Support Program
- Professional learning Community (PLC)
- Enhanced Line Management Process

A major success of the Targeted Leadership Pathway was pre surveying of interested parties in Term 1 allowing for effective planning of modules to allow for targeted support in identified areas of need. This was then added to with essential components of faculty leadership as determined in consultation with the existing Executive. An application process in Term 2 finalised enrolment, determining those who were committed to an ongoing process. Term 3 was the commencement of the program at a negotiated time with the successful applicants. Using real models of complaints processes, allocations, budgeting support and resource management provided valuable insight into the demands of faculty leadership. Through the mentor program and with the support of Head Teachers, beginning teachers are provided with ongoing feedback and collegial support. Enhanced Line Management saw us building on some preliminary success and planning in 2021, we were able to engage with the new process. Time also allowed for mentoring through processes such as staffing allocation and observations, which was new for some recently appoint executive staff.

The success of the programs outlined is their continuation into 2023 with an anticipated review at the completion of the two year cycle.

Initiative 3: Leading Learning Community

In addressing this Strategic Direction THS has engaged with the programs listed.

- P and C Engagement push
- SASS Capacity PL
- SLSO Capacity PL
- School Board Development
- Professional Networking

Positive engagement with the exec of the P and C allowed for free and open communication regarding trying to encourage membership. Positive presence on social media. School representation at the P and C meetings held in 2022 continued to be strong with at least two Senior Exec at each meeting. The Business Manager attempted to support the P and C through the acquisition of an auditor but this was unsuccessful. The expertise already held within the school staff facilitated planning of training without having to engage external services providers, to enhance SASS Capacity. Staff were able to identify areas for development with ease and were eager to engage with any support offered. To enable the improved professional networks and collaboration between THS staff and Delivery Support Team, a reserved booking of a weekly meeting with THS Learning & Wellbeing Officer with all members of the Senior Executive commenced in Term 2. This has continued through the changeover of staff in the Learning & Wellbeing team. This has also extended to monthly meetings with the Network Specialist Facilitator and OOH coordinator - getting more support for THS students.

Community engagement continues to be a barrier to the success of the P and C as a representative body. We have attempted to provide hospitality, faculty reports and student representation to support further engagement but this is proving unsuccessful. THS has a hard working community who has pulled in many directions by various commitments including, family, employment, sport and more.

Moving forward, securing an auditor is a priority as without this an AGM is not possible and progress will be stalled. With new staff commencing in 2023, resurveying of staff skills is essential to determine what training is necessary and at what level people are performing as this may have significantly changed. For 2023 and beyond having dedicated professional learning on how to access professional learning and creating opportunities for SLSO to complete training.

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
STUDENT LEADERSHIP: Increased enrolment in Leadership in Middle School Program (LiMS) compared to Semester 2 2020 Introduction of LiMS as a prerequisite for formal leadership roles.	<ul style="list-style-type: none"> • There was a delay in implementing this initiative in 2022 due to prioritising of the finalisation of senior leadership model and as such, this work is to be postponed to 2023. To date there has been an increase in interest of students in non formal leadership opportunities, outside of the Student Representative Council and Prefect body, with initial survey results of 31% of students interested in the initiative across Years 7-10.
TEACHER LEADERSHIP: All teachers trained as instructional leaders, embedding learning intentions and success criteria All teachers to have participated in a round of Approved Peer Development All teachers self monitoring their accreditation Introduction of a small number of Professional Learning Community	<ul style="list-style-type: none"> • There was a delay in implementing Approved Peer Development in 2022 due to competing priorities and a refocus on Quality Teaching Rounds (QTR). 2023 Semester Two will see a transition to QTR as part of our new SIP. • All teachers are monitoring their own accreditation successfully, with the support of the school funded position of Head Teacher Teaching and Learning. • PLC was established in 2022, leading to the further moral and purposeful development of aspiring leaders. This program assisted in greater understanding of the purpose of being an educator and developed interpersonal strategic skills.

within the school	
<p>NON TEACHER LEADERSHIP:</p> <ul style="list-style-type: none"> • Election of new Parents and Citizens (P and C) executive filling most executive positions • increase consistent attendance rate at meetings of parents • improved advertising • representation on two advisory committees continued • increased engagement with Staff Development Day (SDD) regional initiative • establish a local connection with Deputy Principals with consistent meetings • Provision of access to technology to School Learning Support Officer (SLSO) with training available upon request 	<ul style="list-style-type: none"> • Following the disengagement due to COVID 19, our P and C have struggled to reform and meet the requirements for both a quorum and auditing. This has prevented the AGM in 2022. We will continue to support the parent body in reestablishing the P and C or other suitable model. • Due to COVID 19 the regional Staff Development Day initiative did not eventuate and has not been revisited in 2022. We are aware of plans to combine resources for targeted professional development in 2023 and have preemptively committed to involvement. • Increased communication with colleague Deputy Principals has occurred in 2022. Formalisation of regular face to face meetings on the agenda for 2023. • In an evaluation of resources and their effective use it has been determined that the 1:1 provision of technology to SLSO's is not an appropriate use of resources and is not required to complete their duties. In addition to this, additional technology is now available to all staff as part of the refurbishment of the Staff Common Room, further eliminating the need for this allocation.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,123,291.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth High 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"> • Student Learning • High Impact Teaching • Student Leadership • Teacher Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff at ACIP level to support students wellbeing, engagement and learning. • Additional support for the release of Senior Executive staff to support the implementation student targets. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students in Literacy and Numeracy as recorded in PAT testing due to the non provision of NAPLAN in 2022.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage with a whole school approach to literacy approach to support our trajectory towards achieving targets. Data shows that attendance rates for students is improving but yet to meet our target. Next year, the school will continue to work with a diverse range of strategies including PIP, ALEC and reward to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$485,885.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tamworth High 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"> • Student Learning • High Impact Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: An increase (>23%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell</p>

<p>Aboriginal background</p> <p>\$485,885.00</p>	<p>Them From Me data indicated **% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engaging in Strategic support for Aboriginal students with the aim of retention to the HSC whilst feeling culturally supported. Growth of the support staff within our Aboriginal Learning and Engagement Centre (ALEC) to facilitate more small group intervention for assessment and learning will also be a priority.</p>
<p>English language proficiency</p> <p>\$10,618.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth High 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"> • Student Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Additional intensive support will be provided for new students at beginning and emerging phases.</p>
<p>Location</p> <p>\$2,063.00</p>	<p>The location funding allocation is provided to Tamworth High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Leadership <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop connections across the Peel and state networks to increase collaboration, the diversity of experiences offered and overcome any sense of isolation.</p>
<p>COVID ILSP</p> <p>\$268,750.00</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>COVID ILSP</p> <p>\$268,750.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals through personalised support in areas of need.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. The utilisation of MacLit and a site specific numeracy program, under a revised learning schedule will enable us to meet the needs of more students throughout the academic year.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tamworth High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Support Officer to support the wellbeing of students in the provision of additional support and wellbeing programs. <p>The allocation of this funding has resulted in the following impact: Increased referral to the SSO with improved outcomes for students in crisis. We have also had the opportunity to streamline of processes supporting students at all ages, and diversification of the support offered to students based on services within the community.</p> <p>After evaluation, the next steps to support our students will be: Continued support of students and the extension of access to programs such as Mental Health First Aid to support staff in the delivery of services to students.</p>
<p>Integration funding support</p> <p>\$309,409.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$309,409.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$140,768.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tamworth High 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"> • Student Learning • High Impact Teaching • Student Leadership • Teacher Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage with specialist teachers to support management skills of the Executive. • targeted support of staff goals as identified in their PDP's. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the classroom, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching as structured through Quality Teaching Rounds.</p>
<p>Low level adjustment for disability</p> <p>\$438,399.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$438,399.00</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention QuickSmart to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	321	314	310	290
Girls	346	368	343	329

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.4	86.3	80.3	77.7
8	80.3	87.2	73.9	68.0
9	78.8	79.1	75.1	67.4
10	75.2	80.8	67.7	64.7
11	76.8	75.8	68.2	62.5
12	81.2	88.9	85.2	75.7
All Years	80.0	82.9	73.6	68.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	5
Employment	36	36	42
TAFE entry	23	8	8
University Entry	0	0	33
Other	41	18	1
Unknown	0	38	5

Year 12 students undertaking vocational or trade training

44.44% of Year 12 students at Tamworth High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at Tamworth High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	48.34
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	18.28
Other Positions	1

*Full Time Equivalent

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	385,547
Revenue	13,843,655
Appropriation	13,491,170
Sale of Goods and Services	150,506
Grants and contributions	194,215
Investment income	2,413
Other revenue	5,351
Expenses	-13,296,578
Employee related	-11,321,972
Operating expenses	-1,974,606
Surplus / deficit for the year	547,077
Closing Balance	932,623

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	316,760
Equity Total	2,037,633
Equity - Aboriginal	485,834
Equity - Socio-economic	1,126,705
Equity - Language	10,618
Equity - Disability	414,477
Base Total	8,970,883
Base - Per Capita	178,210
Base - Location	2,683
Base - Other	8,789,990
Other Total	1,489,669
Grand Total	12,814,946

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

School performance - NAPLAN

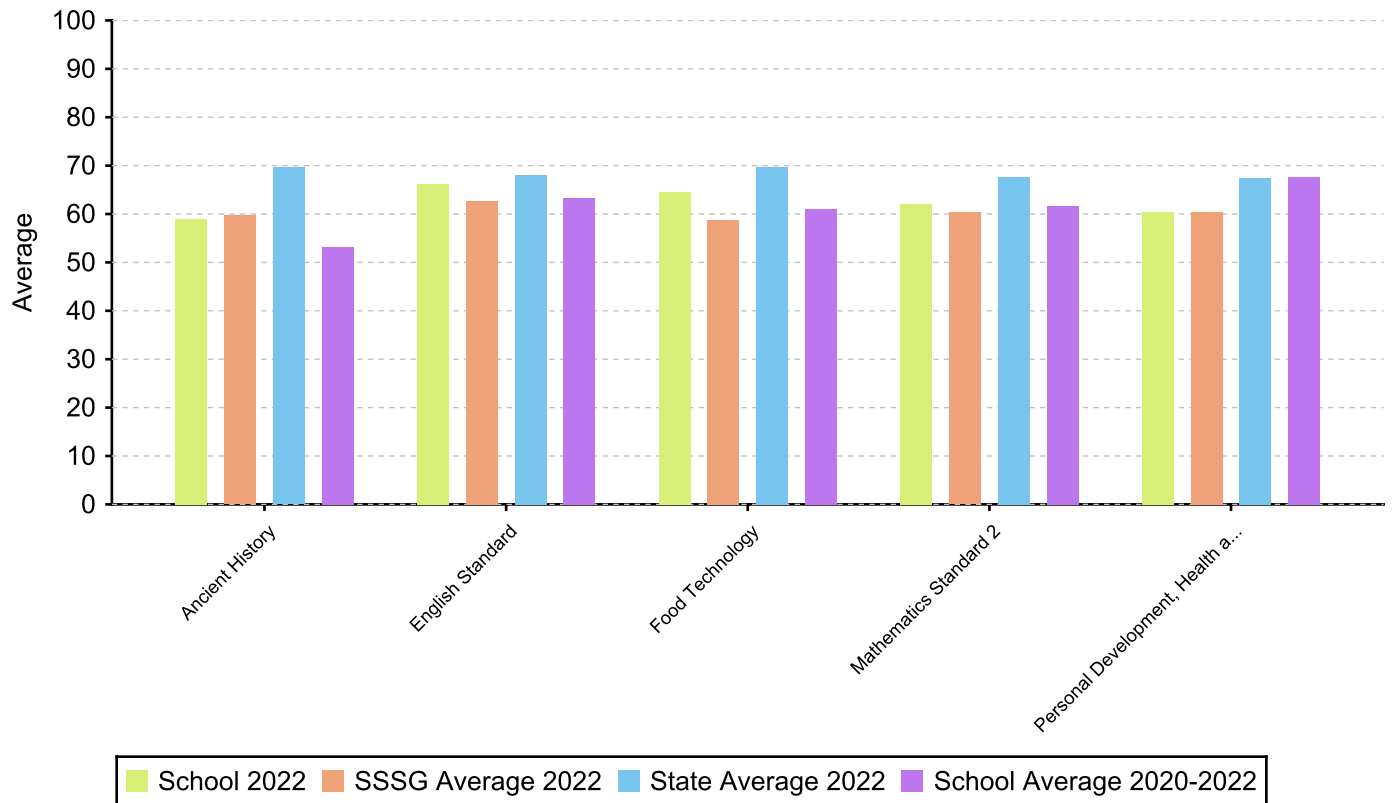
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	58.9	59.7	69.6	53.1
English Standard	66.2	62.8	68.1	63.2
Food Technology	64.6	58.8	69.7	61.0
Mathematics Standard 2	62.1	60.3	67.6	61.6
Personal Development, Health and Physical Education	60.4	60.4	67.5	67.6

Tamworth High School has performed above SSSG in 2022 in all areas except one but is yet to reach State average.

Parent/caregiver, student, teacher satisfaction

In 2022, Tamworth High School completed the Tell Them From Me suite of student satisfaction surveys. The results of all three areas - School Advocacy, Expectations of Success were positive. The results in Sense of Belong was below state average but is trending in a positive direction. The student School Advocacy was at 57% which was similar to state and the SSG. Student Expectations of Success was 67% and was again similar to state and SSG percentages. Finally, student Sense of belonging was below state and above SSG percentages. The favorable results from these surveys is attributed to our Yr 7 to 12 prep Program. This program has been developed over the last three years and addresses high expectations, school culture and sense of belonging. Unfortunately, due to staffing restrictions this program is unable to be run school wide in 2023. A similar program has been developed for Years 8 and 10, delivered as a teaching period by the Year Advisor of these year groups.

Staff participated in the DoE People Matter annual survey. This demonstrated significant improvement measures in the areas of change management, staff feeling comfortable and confident when asking for assistance from their manager, confidence in decisions made by their manager, and having resources to perform their duties. Areas of concern identified in the survey were around levels of stress for staff and a sense of feeling burnt out by work load, with 76% of respondents identifying this.

The school continued to engage with parents and the community for their input and engagement in the vision and management of the school. Unfortunately, 2022 saw a significant decrease in P and C membership to the level that they have been unable to complete an audit or hold an AGM. The school will continue to support the P and C both at a local and state level in the recommencement of this organisation.

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.