

# 2023 Annual Report

## Timbumburi Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Timbumburi Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Timbumburi Public School

542 Kia Ora Lane

Timbumburi, 2340

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

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

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## School vision

*"Where everyone has a chance to shine"*

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life for yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn;
- Know syllabus content and how to teach it;
- Create and maintain supportive and safe learning environments;
- Plan for and implement effective teaching and learning;
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents;
- Are always learning, outward looking and progressive, and
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

## School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school has a 2023 student population of 155. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. There are no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 being members of the Timbumburi Pupils' Association (TPA).

The school is supported by a principal and ten teachers (both full-time and part-time) which includes three assistant principals, one of which is an Assistant Principal Curriculum and Instruction who works at our school four days a week. Our teachers are supported by one full time school learning support officer (SLSO) and one part time SLSO four days a week. In addition there is a full time school administrative manager and one part time school administrative officer. Our general assistant is at school for one day and three hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a Parents and Citizens association (P&C) to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

The school has completed a situational analysis that has identified the school needs to improve its understanding and use of data to drive practices that improve student achievement. The school will be working to use data to better identify students requiring additional assistance, and the form that assistance will take. As a result, strategic directions 2 and 3 will target collaboration, wellbeing and attendance.

The school will work on developing a consistent set of assessment and data collection practices K-6 that will help provide consistency of judgement within this school and across other schools we may work with.

Through our National Assessment Program Literacy and Numeracy (NAPLAN) analysis the school has identified system negotiated targets in Reading and Numeracy. The school will be working on monitoring student performance in the attainment of those goals, developing and maintaining whole school processes for collecting and analysing student data.

This will embed evidence-informed teaching strategies across the school.

A number of surveys have identified the need for further collaboration at a school level among teaching staff. Staff have appreciated the opportunities that arise for informal collaboration but felt the need for a formalised process that allowed time to reflect, plan, develop shared assessment tasks and analyse the information gained through these processes. This collaborative practice will be expanded to develop and maintain links with schools in our immediate area.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Our aim is to maximise student learning outcomes for every student in Reading and Numeracy and build a foundation of academic success across curriculum areas.

### Initiatives

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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.

- A Focus on Reading
- High Achievement in Numeracy

### Resources allocated to this strategic direction

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### Summary of progress

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Grades 3-6 have continued to utilise reading groups as a strategy to increase reading comprehension. Naplan and Check in data indicated that in all grades from 3-6, students scored above the state average for comprehension but that in Stage 3, inferential comprehension was an area of weakness. A unit of work with a direct and explicit focus on inferential comprehension was written and implemented in the Stage 3 classrooms with pre and post tests indicating improvement. This focus will continue into 2024 and it is anticipated that Check In data will show improvement.

Elements of Seven Steps to Writing continues to be implemented in all 3-6 classes. Check-in data indicates that as a cohort, students are achieving just above the state average. Naplan data for Year 5 indicated that writing results were just about state average but that punctuation was an area of weakness, most likely due to the writing component being online. A focus in 2024 will be on digital transcription in order to address this area.

Learning and Support teachers met twice a term as a team to discuss the progress of students and to identify areas of need. They also meet in Weeks 5 and 10 of each term with the whole school staff to discuss the progress of all students, to identify any new students that may need support and to identify any students that may be able to move off support.

Selected students were withdrawn to work in small groups or one on one with a Learning and Support teacher in order to support and focus on their specific literacy needs. MiniLit and MultiLit programs indicated strong student growth. This data-based evidence (WARP & WARL) is uploaded to the school's Google drive in order for all classroom teachers to be able to triangulate data and monitor progress.

All K-2 staff continued to implement Initialit. Initialit outcomes support the K-2 syllabus and its emphasis on synthetic phonics. It has become an embedded part of the K-2 literacy blocks and will continue to be implemented in 2024 as part of the Component A section of the English syllabus. Professional learning was undertaken on a new SpellEx program that will allow the format and explicit instruction approach of Initialit to continue into Stage 2. All K-2 teachers have implemented the Component B units of work with most teachers having completed 50% of the units in this transitional year. It is anticipated that this completion rate will increase in 2024 as all teachers are now familiar with the new syllabus. 3-6 teachers have begun familiarising themselves with the new syllabus outcomes and expectations, ready for 2024.

Quicksmart data continues to indicate that all students have made improvements in both response times and accuracy rates. Quicksmart has been used to support low average students and students have indicated high levels of engagement during lessons. Two learning and support teachers implemented the small group program. Consequently, QuickSmart will continue to be implemented in 2024 as funding allows.

### Next Steps:

Inferential comprehension for Stage 3 will continue to be an area of focus. Units of work designed to target this area will be delivered to Stage 3.

Digital transcription will be a focus area in Stage 3 to improve digital fluency and accuracy in spelling and punctuation.

Spelling will continue to be an area of focus and will be taught explicitly. At least one other staff member will be trained in the SpellEx program in 3-6 and will share that knowledge with other staff members.

QuickSmart will continue to be implemented in 2024 to target those students in Stages 2 and 3 who require additional

assistance in numeracy.

All teaching staff will continue to assess implementation of the new English and Mathematics syllabus documents, sharing their reflections with the APC&I and refining delivery where necessary.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NUMERACY: Continue to improve the percentage of students in Years 3 - 6 who achieve above the state and SSSG in number and algebra as measured by Check In Assessment.	Students in Years 3 through to Year 6 have continued to improve their Check In Assessment results in Numeracy. All grades have scored above the state and Similar School Group (SSG) averages for 2023. In particular, results in number sense and geometry for students in Years 3 to 6 are above both state and Similar School Group (SSG) averages. Averaged across all grades, the percentage difference in number sense between the school and the state saw a difference of 6.8%, but in some grades it was as high as 13.3%
READING: Continue to improve the percentage of students in Years 3 - 6 who achieve above the state and SSSG in comprehension as measured by Check In Assessment.	Students in Years 3 through to Year 6 have continued to improve their Check In Assessment results in Reading. All grades have scored above the state and Similar School Group (SSG) averages. In particular, results in comprehension for students in Years 3 to 6 are above both state and Similar School Group (SSG) averages. Averaged across all grades, the percentage difference in comprehension between the school and the state saw a difference of 6.6%, but in some grades it was as high as 10.9%

## Strategic Direction 2: Collaboration

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes that ensure that all staff are collaborating effectively to embed data-driven evidence-based teaching practices.

### Initiatives

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

- Working Together To Drive Student Learning
- Data to Analyse Success

### Resources allocated to this strategic direction

### Summary of progress

In 2023 collaborative work was a challenge at the beginning of the year due to casual staff shortages and budget constraints.. We have been able to implement collaborative professional learning and planning time which has been regarded by staff as a great success. This was started in Term 1 and continued throughout the year. Staff found the ability to plan together, assess together and program assessment tasks together to be highly beneficial. Staff were able to create a continuum of learning between years as they worked in stage groups. This has been very beneficial with the implementation of Initialt across Stage 1 classes as well as the implementation of the Origo maths program throughout the school.

We will be constantly monitoring the effectiveness of the staff collaboration schedule in the hope that it will have a positive impact on student learning. The shortage of casual teacher supply may make this challenging as well as the school budget. However, we hope to utilise development days to ease this burden.

It has been encouraging to see consistency across teaching programs as well as the school being on the same page with the introduction of the Initialt program which also feeds onto learning support programs with the use of MultiLit & MiniLit. We have also implemented whole school learning in mathematics using the Origo maths program. The school is also looking toward the use of the Essential Assessment program to monitor and track student achievement throughout their primary schooling.

#### Next Steps:

Where possible bearing in mind budgetary constraints in we will implement stage-based collaborative activities, as we know how valuable these activities are.

To move towards achieving our progress measure we need to continue to monitor the effectiveness of this process through evaluation and reflection.

The school mean of 8.4 in the area of collaboration shows that staff are aware of the collaboration activities happening in the school and with scores of 9.0, 9.0 & 9.8 respectively staff are talking with other teachers about student learning; sharing lesson plans and materials and discussing learning problems of their students with other teachers.

### 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
To be sustaining & growing in the Learning & Development element of the School Excellence Framework.	A survey of staff indicated that the school had achieved the measure of sustaining and growing in the Learning and Development element of the School Excellence Framework.
Improved three year average TTFM survey data in the Collaboration driver of student learning from 7.6 towards	Tell Them From Me data evidences that students have made positive progress across all measures in 2023.



7.8.

### Initiatives

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

- Supporting Students to Reach their Potential
- Being at School Matters

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### Summary of progress

During 2023, we worked towards supporting students to feel like they belong at Timbumburi. This is reflected in both our Tell Them From Me data and our attendance data. We have implemented programs such as expectations groups, fitness groups, end of term activities such as fun runs and barbecues to encourage student attendance. Students at Timbumburi understand the importance of attending school regularly and parents feel valued in our school community. Students have been supported to attend activities and challenge themselves to be the best versions of themselves.

Timbumburi supports attendance by having a set of procedures that is followed by all staff. Attendance is marked each day. Absences are followed up by administrative staff each day and any students falling below 75% attendance are referred to the Home School Liaison Officer for further intervention.

Next steps:

Staff At Timbumburi will continue to support students to attend school by ensuring the attendance policy is well implemented and our procedures are followed to drive attendance.

The school will engage with students and families to drive home the importance of regular attendance and its impact on learning.

### 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
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target 89%.	<p>At the conclusion of 2024, our whole school attendance data was sitting at 91.4%. This is an excellent result.</p> <p>66.6% of our school community attended school &gt;90% of the time. This is well above the state average of 52%.</p> <p>We will endeavor to use positive rewards and feedback such as last day BBQ and raffles to encourage students to attend school.</p>
The school collects, analyses and uses data including reliable student, parent and staff surveys to monitor and refine a whole school approach to wellbeing and engagement to improve learning.	<p>Data collected this year reflects the schools ongoing drive to engage community and encourage a high level of well being in our school community. 98% of Timbumburi students indicated they value school outcomes and 100% of students that were surveyed indicated they feel as though they behave positively at school.</p> <p>Students are involved in the whole school approach during our expectations groups and through fitness groups. Leadership among our Year 6 students enables a high level of engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Timbumburi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving funding through Integration Funding Support are supported to access the curriculum successfully as well as participate fully in extra-curricular activities. There are supports in place in the playground and during less structured time at school to ensure that students feel supported and are able to make the most of their time interacting with others.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will continue to receive the most appropriate support for their circumstances, whether it be educational, social or safety related. Targeted programs to differentiate teaching and learning programs will be in place and social programs in the playground will continue to be implemented.</p>
<p>Professional learning</p> <p>\$16,953.98</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 Timbumburi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Scope and sequence documents have been developed for literacy and numeracy units. Units have been contextualised and trialled for all grades. Staff have undertaken professional learning relevant to their identified needs. Staff have undertaken training in areas of student welfare such as first aid, CPR and diabetes, ensuring compliance with departmental requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024 professional learning funds will be used to release classroom teachers to work in stage groups with the Assistant Principal Curriculum and Instruction (APC&amp;I) to design targeted teaching and learning programs which are based around the new curriculum documents. Support will also be given for staff to undertake relevant professional learning opportunities as per budget and improvement plan targets.</p>
<p>Socio-economic background</p> <p>\$33,319.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Timbumburi Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$33,319.13</p>	<p>background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• additional staff employed to support literacy and numeracy program implementation.</li> <li>• supplementation of extra-curricular activities when required.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supplementation of extra-curricular activities has resulted in all students being given the opportunity to develop their physical, social, emotional and creative strengths. Additional staff were used to provide ongoing and systemic learning support to identified students, enabling them to access a differentiated curriculum which catered for their individual needs. Learning groups were smaller and designed to cater for students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to support students in a range of ways that help them take part in all school activities, providing them with a rounded educational opportunity. The school will again employ support staff to provide learning support to increase the number of students who are able to access these opportunities.</p>
<p>Aboriginal background</p> <p>\$16,214.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Timbumburi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• all staff undertook cultural awareness training</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has continued to support Aboriginal students in their learning. The small number of students make it difficult to draw any inferences regarding continual improvement, but about 50% of Aboriginal students Years 3 - 6 achieve above the state average in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the school will continue supporting Aboriginal students in their learning by ensuring access to relevant learning programs. The school will continue to ensure staff are able to access cultural awareness training.</p>
<p>Low level adjustment for disability</p> <p>\$61,391.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Timbumburi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$61,391.53</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in an increase in learning support for a large number of students who otherwise would not be able to access support. Check In results for 2023 are above state average in all areas. The school's internal assessments show improvement for most students in the areas of literacy and numeracy. The school worked towards a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Regular learning support meetings enabled staff to target those students most in need of intervention, ensuring that no students slipped through the net.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be to continue the support given to those students who most need it. 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>
<p>Location</p> <p>\$28,041.61</p>	<p>The location funding allocation is provided to Timbumburi Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased access to extracurricular activities for students ensuring that the school's culture is strongly inclusive.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue this support to enhance equity of access to rich learning activities for all students.</p>
<p>QTSS release</p> <p>\$30,302.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Timbumburi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to enable collaboration with the Assistant Principal Curriculum and Instruction ( ACP&amp;I ) and Stage colleagues to develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding supported regular collaborative meetings for all stages. At these meetings, staff worked with the APC&amp;I to support new curriculum implementation and quality differentiated student programs, thereby building collective efficacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>QTSS release \$30,302.21</p>	<p>The school will continue to use this funding to support collaborative practice in the school.</p>
<p>COVID ILSP \$47,830.84</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were identified from data as being below expected outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning intervention programs continue to be well-implemented. Assessments show improvement in fluency, reading accuracy, spelling confidence and ability to self correct. The QuickSmart program continued to be implemented and another teacher received training in the program. Numeracy groups showed improvement in additive strategies, multiplicative strategies and mental computation. All student that participated in the COVID ILSP small group tuition program showed growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> There is a significantly reduced amount of COVID ILSP funding which has been renamed as small group tuition to continue in 2024. This reduced amount will be combined with our learning and support allocation to provide support to those students who are identified as having learning support needs. Students with identified needs will be absorbed into other learning support classes where possible.</p>
<p>AP Curriculum &amp; Instruction \$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting Students to Reach their Potential</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> <li>• collaborative discussions with classroom teachers on the preparation and implementation of the K-6 English syllabus. K-2 conceptual units of work have been contextually re formatted and the first units for 3-6 in Term 1 have also been contextually re formatted.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 teachers have consolidated their implementation of the K-2 syllabus 3-6 teachers have familiarised themselves with the new syllabus and will be ready to teach the new syllabus from day one of Term 1 2024 3-6 conceptual units of work will continue to be contextually formatted as they are released ready for implementation across 2024 Teachers will continue to undertake professional learning to continue to consolidate their understanding of the new syllabus</p>

AP Curriculum & Instruction

\$124,070.40

**After evaluation, the next steps to support our students will be:**  
Continual professional development and curriculum implementation,  
analysis of data sets to assist teachers in refining teaching focus,  
programming and assessment practices

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	78	75	80	82
Girls	76	72	74	69

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	93.5	88.8	91.6
1	94.8	92.6	86.8	93.2
2	95.3	95.4	88.3	92.9
3	94.5	93.5	91.9	92.0
4	94.1	93.2	90.5	90.9
5	95.5	92.4	91.0	92.2
6	93.9	92.2	89.0	89.5
All Years	94.7	93.3	89.6	91.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.8
Classroom Teacher(s)	5.85
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	201,270.67
<b>Revenue</b>	2,071,165.62
Appropriation	1,976,796.01
Sale of Goods and Services	1,758.01
Grants and contributions	86,828.12
Investment income	5,783.48
<b>Expenses</b>	-1,994,117.12
Employee related	-1,729,752.13
Operating expenses	-264,364.99
<b>Surplus / deficit for the year</b>	77,048.50
<b>Closing Balance</b>	278,319.17

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	32,706
<b>Equity Total</b>	110,925
Equity - Aboriginal	16,215
Equity - Socio-economic	33,319
Equity - Language	0
Equity - Disability	61,392
<b>Base Total</b>	1,520,180
Base - Per Capita	40,080
Base - Location	28,042
Base - Other	1,452,058
<b>Other Total</b>	187,425
<b>Grand Total</b>	1,851,237

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

Valuing feedback from all members of the school's community is integral to Timbumburi Public School's culture.

Focused discussions with parents/carers as well as verbal feedback indicates that parents/carers are largely satisfied with the rich array of educational opportunities offered at Timbumburi Public School. Parents have indicated that they value the broad range of extra curricular activities which students benefit from including numerous sports, chess, debating and public speaking. Students have ample opportunity to participate in a selection of events throughout the year.

Parents have also expressed satisfaction with the range of ways that the school communicates with families, with the school utilising Facebook, Instagram, emails, School Bytes and a regularly produced newsletter.

The majority of students indicated through the Tell Them From Me surveys that the school is place where they feel they are valued and safe. In terms of the surveys chief measures being student agency , sense of belonging and expectations for success, there has been positive growth on each of these measures in 2023 comparative to 2022.

Staff continue to indicate that they value working at Timbumburi Public School. They believe the partnerships between parents/carers and the school are sound and report that they work hard to promote those connections. Staff believe the targeted professional development they received which focussed upon building capacity to implement new curriculum , specifically regarding inferential comprehension in K- 2 and number sense in K - 6 , was highly valuable. Staff also value the highly collegial and positive culture of the school.

Timbumburi Public School will continue to work in partnership with all members of its community to raise outcomes for its students.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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