

2023 Annual Report

Tyalla Public School



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Introduction

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

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

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Tyalla Public School

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School vision

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

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

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

School context

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

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 280 students includes 33% Aboriginal and Torres Strait Island students and 15% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has three multi-categorical classes catering for students with a range of mild and moderate disabilities.

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Effective classroom practice
- Data driven practice and professional learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Refugee Student Support
Integration funding support
Socio-economic background
Per capita
QTSS release
Aboriginal background
Low level adjustment for disability
Professional 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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	<ul style="list-style-type: none">• In 2023 Year 4 reading check-in assessment (Year 3, 2022) demonstrated 1.7% point increase when compared with statistically similar school groups from 2022. Year 4 reading check-in indicates 0.4% points below statistically similar school groups.• In 2023 Year 6 reading check-in assessment (Year 5, 2022) demonstrated 2.8% point increase when compared with statistically similar school groups from 2022. Year 6 reading check-in indicates 0.1% points above statistically similar school groups.
Numeracy Growth Increase in check-in assessment percentage correct in numeracy (Year 3 and Year 5, 2022) for 2023 when compared to statistically similar school groups.	<ul style="list-style-type: none">• In 2023 Year 4 numeracy check-in assessment (Year 3, 2022) demonstrated 3.4% point increase when compared with statistically similar school groups from 2022. Year 4 numeracy check-in indicates 3.5% points above statistically similar school groups.• In 2023 Year 6 numeracy check-in assessment (Year 5, 2022) demonstrated 1.9% point increase when compared with statistically similar school groups from 2022. Year 6 numeracy check-in indicates 2% points above statistically similar school groups.

Strategic Direction 2: Attendance, Wellbeing and Engagement

Purpose

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

Initiatives

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

- Whole School Attendance
- Wellbeing and Student Engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Integration funding support

Per capita

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending school 90% or more to between 72.2% and 77.2%	The number of students attending greater than 90% of the time or more increased by 5.4% from 2022 to 2023 to 40.7%.
<ul style="list-style-type: none">• Increase the percentage of students reporting positive wellbeing on the Tell Them From Me Survey to between 86.4% and 91.4%	<ul style="list-style-type: none">• There has been a 5% increase in the sense of belonging from the 2022 data (TTFM).• There has been a 20.1% decrease in students identifying advocacy from the 2022 data (TTFM).• There has been a 21% decrease in Expectation of Success.• There has been a 5% decrease in students indicating Positive Behaviours at School from 2022 data (TTFM).

Strategic Direction 3: Quality Teaching

Purpose

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

Initiatives

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

- PDP process
- Consistent whole school protocols

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning
Per capita

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
Professional Development <ul style="list-style-type: none">• 90% of teachers to have a formal PDP teacher observation and feedback by their Assistant Principals.• All teaching staff to have the common professional practice goal of <i>setting challenging learning tasks</i>.• 90% of staff engaging in coaching and mentoring practice as a process to achieve PDP goals.	<ul style="list-style-type: none">• In Semester 2 90% of teachers had a formal PDP teacher observation and feedback by their Assistant Principal• In Semester 1 all teachers have the common professional practice goal of 'Establish Challenging Learning Goals' and 'Provide Feedback to Students on Learning'. With leadership change, in Semester 2, staff revised their goals and aligned with the SIP to make them more personal
<ul style="list-style-type: none">• Wellbeing Standard 80% of teachers self assess that they are confident against Australian Teaching Standard	The wellbeing themes in the School Excellence Framework V2 indicate staff are working at delivering.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,006.38</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • additional staffing for targeted interventions to support student learning • additional staffing to map individual students against the EAL/D progressions • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: To build a deeper knowledge of the content and proficiencies, effective teaching practice and collaboratively plan math teaching and learning. to align tightly to the teaching and learning cycle and differentiate for students.</p> <p>After evaluation, the next steps to support our students will be: Using PLAN data to identify Tier 2 and Tier 3 students and engage LaST support depending on required need. This will be done in 5 week intensive cycles.</p>
<p>New Arrivals Program</p> <p>\$22,448.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Tyalla Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The funding was used to support a transition program and support the student's wellbeing to enable her to attend high school and mix with students in readiness for high school in 2024. This was a highly successful initiative.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support new arrivals based on individual needs.</p>
<p>Integration funding support</p> <p>\$161,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tyalla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Effective classroom practice • Data driven practice and professional learning • Whole School Attendance <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$161,116.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students receiving full access to the curriculum in a supported way that is necessary to their individual needs.</p> <p>After evaluation, the next steps to support our students will be: The next steps to supporting our students will be to continue to strengthen the individual support and make sure every student is tracked for improvement via PLaSPs, assessments and student voice.</p>
<p>Socio-economic background</p> <p>\$444,099.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tyalla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Effective classroom practice • Data driven practice and professional learning • Whole School Attendance • Wellbeing and Student Engagement • PDP process <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support wellbeing program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Providing all students, no matter their Socio-economic background, with full access to the curriculum, resources, health needs and extra assistance if required.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide full access to all students, to the curriculum. Specific programs will be identified utilising data of student gaps and needs.</p>
<p>Aboriginal background</p> <p>\$214,206.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tyalla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Data driven practice and professional learning • Whole School Attendance • PDP process <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$214,206.64</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The school has used the funds to ensure that the performance of Aboriginal students, across a broad range of key educational measures, has full support and access to making improvements while maintaining cultural identity.</p> <p>After evaluation, the next steps to support our students will be: The school's next steps are to continue to implement the current programs as well as to have further community involvement via our Community Hub, employ Aboriginal staff and SLSOs as role models. The school will provide a student voice via a cultural student representation council.</p>
<p>English language proficiency</p> <p>\$41,234.64</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tyalla Public School.</p> <p>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The EALD students were provided with extra support via bilingual SLSOs which assisted their access to their first six months at school as well as assisted with extra transition to high school support.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ bilingual SLSOs to assist the EALD students to transition to their own class and to support them in accessing the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$251,592.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Tyalla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Data driven practice and professional learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The funds have assisted students in solidifying their learning and access to the new English and Mathematics curriculum. Students were given individualised support to improve their personalised goals in their PLaSPs and particularly develop reading skills.</p> <p>After evaluation, the next steps to support our students will be: The next steps to support students will be to provide additional support to the K-2 students to increase their skills and provide support to achieve</p>

<p>Low level adjustment for disability</p> <p>\$251,592.04</p>	<p>reading, mathematics and writing at sound or above.</p>
<p>Location</p> <p>\$1,547.29</p>	<p>The location funding allocation is provided to Tyalla Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional Learning support to staff <p>The allocation of this funding has resulted in the following impact: Location funds have supported professional learning and staff collaboration in planning and programming.</p> <p>After evaluation, the next steps to support our students will be: In 2024, location funds will continue to support whole school professional learning initiatives.</p>
<p>Professional learning</p> <p>\$32,035.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tyalla Public School.</p> <p>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"> • Data driven practice and professional learning • PDP process • Consistent whole school protocols <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: K-6 classroom teaching staff have all undertaken professional learning around using the updated progressions to analyse student work samples and plot their progress on PLAN2</p> <p>After evaluation, the next steps to support our students will be: Next steps will be to continue to strengthen data and assessment knowledge and use to plan for all student individual goals, with further professional development in these areas.</p>
<p>QTSS release</p> <p>\$54,922.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tyalla Public School.</p> <p>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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$54,922.75</p>	<p>School wide Scope & sequences and teaching & learning programs were developed and shared with all staff.</p> <p>After evaluation, the next steps to support our students will be: Utilising the NSW Education Standards Authority Curriculum Requirements Guide to ensure that the school's processes and practices align</p>
<p>COVID ILSP</p> <p>\$139,195.00</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 2023.</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"> • leading/providing professional learning for COVID educators • development of resources and planning of small group tuition • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The delivery of intensive small group tuition for students has assisted disadvantaged students by providing them with additional support in the curriculum area of English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: The nexts steps will be to provide students with additional support in literacy to assist them to improve in specific targeted areas, driven by data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	136	137	138	146
Girls	168	141	132	126

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.3	90.3	85.7	85.9
1	86.4	89.3	84.0	86.2
2	91.4	86.1	85.9	85.2
3	86.2	88.4	80.6	86.7
4	87.2	86.5	80.8	81.8
5	88.1	86.1	79.4	83.9
6	86.9	83.3	78.5	87.2
All Years	88.1	87.1	82.2	85.3
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

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)	5.4
Classroom Teacher(s)	11.18
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Administration and Support Staff	6.82
Other Positions	2

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	876,114.48
Revenue	5,196,685.76
Appropriation	5,128,592.10
Sale of Goods and Services	510.51
Grants and contributions	65,422.90
Investment income	2,060.25
Other revenue	100.00
Expenses	-5,412,573.37
Employee related	-4,467,478.41
Operating expenses	-945,094.96
Surplus / deficit for the year	-215,887.61
Closing Balance	660,226.87

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.

	2023 SBAR Adjustments (\$)
Targeted Total	139,936
Equity Total	951,132
Equity - Aboriginal	214,207
Equity - Socio-economic	444,099
Equity - Language	41,235
Equity - Disability	251,592
Base Total	2,779,441
Base - Per Capita	72,956
Base - Location	1,547
Base - Other	2,704,938
Other Total	621,502
Grand Total	4,492,012

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Tyalla Public School has strived to collect, analyse and focus on improvement in regard to student, parent and staff satisfaction. A range of opinions are collected via various surveys; formal and informal, conversations and discussions.

The information gathered from members of the school community included high level of satisfaction in many areas of the school. The School analyses all information with a focus on improving and celebrating what is done well. The feedback is valued, with many plans for new initiatives in 2024.

The open-ended question of what do we do well, was answered with high parent satisfaction surrounding all the events that are held at the school, student and staff engagement, students being cared for, a great sense of community, parent and community communication, high support of students with various needs, the school is kind and welcoming and the leadership is great.

Parents and community indicated that we could improve conversations after lockdowns, improved and more various communication and some improvements in school infrastructure.

Student responses in the area of what the school is doing well include teachers and students being kind, following school rules, the play equipment, the school keeping students safe, all of the learning, assemblies being shorter and the school is cleaner.

Students feel that the main improvement required is air conditioning, others included upgrading the toilets and not wanting racist talk.

Teacher feedback on what the the school is doing well included communication, cleaning up the school, targeted professional learning, support and care for staff and students, there is much more of a community and wellbeing focus, collaboration to problem solve, most staff being open to change, the school environment feels like a nice place to be, collaborating to manage challenging behaviours and understanding of various and complex needs.

The suggestions for improvement at the school include ways to prevent students leaving the classroom, communication to all staff including SLSOs, ensuring professionalism and respect with communication between staff and staff following Positive Behaviour processes.

Tyalla Public School values and encourages feedback from the school community and is dedicated to working collaboratively with the community to provide quality inclusive education where all students are successful, safe and nurtured.

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.