

Tarago Public School Annual Report



2016



3162

Introduction

The Annual Report for **2016** is provided to the community of **Tarago 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 school 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.

Phillip Katen

Principal

School contact details

Tarago Public School

Goulburn-Braidwood Rd

Tarago, 2580

www.tarago-p.schools.nsw.edu.au

tarago-p.School@det.nsw.edu.au

4849 4418

School background

School vision statement

Tarago Public School will promote and foster a culture of care, respect and enrichment. Promoting excellence and equity by ensuring all students become successful learners, confident and creative individuals and active and informed citizens.

School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, falling within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn–Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas, with many students catching buses to and from school. The school offers an inclusive learning environment catering for the needs of the individual student, with a focus on providing a safe and motivating learning experience. The core values of Respect, Responsibility and Participation build on the school motto of Strive To Excel. Tarago Public School is part of the Queanbeyan Principals Network and the Ningimurra Professional Learning Community. It is also an active member of the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Within the Learning domain self-evaluation examined the element of Learning Culture. The school's on-balance judgement identified all staff as demonstrating an understanding that student engagement and learning are related, with the school communicating priorities for strengthening both. It was also identified that school programs address the needs of identified student groups, such as Aboriginal students and students with disability. Equally attendance rates are regularly monitored and action is taken to address issues. It was identified that in 2017 the explicit teaching of expectations of behaviour, across a variety of school settings, be prioritised.

Within the Teaching domain self-evaluation examined the element of Learning and Development. Throughout the year staff actively engaged with professional learning targeting the school's priorities and their own professional needs. Teacher performance and development has been monitored through school and Department of Education processes. Targeted support has been identified and processes implemented targeting the development of the school's beginning teacher. It was identified that in 2017 professional learning targeting induction, leadership preparation and development and succession planning will be implemented.

Within the Leading domain self-evaluation examined the element of Leadership. The school's on-balance judgement identified significant opportunity for parents and community to engage in a range of school-related activities. There is significant evidence to support the claim that the school community is positive regarding the educational provisions within our school and equally there are positive links within the community of schools, network of schools and external organisations. It was identified that in 2017 the development of the leadership skills of staff and students will be prioritised.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning Practices

Purpose

To establish and maintain a comprehensive, inclusive framework to support measurable student improvement in Literacy and Numeracy.

Overall summary of progress

In both Literacy and Numeracy a school wide Assessment Framework and Schedule was developed to support internal monitoring of student progress. The development of these documents involved significant professional learning involving all staff and will be implemented across all school years in 2017. These documents were supported by the Parents and Citizens and align with external measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student's progress, from their baseline in Literacy and Numeracy, at a growth rate, at or above the state average, as determined by internal measures.	The internal measures to assess student progress were developed and practices around the implementation established. All staff participated in professional learning and the development of both the Literacy and Numeracy Framework. Suitable measures were identified for integration into the framework and a schedule of assessment developed to ensure suitable implementation in 2017.	Variation to School Development Day structures were implemented to allow a development timetable across semester two 2016.

Next Steps

Throughout 2017 the Tarago Public School Literacy and Numeracy Assessment Framework will be implemented and throughout this pilot period suitable adjustment will be made. Time will be allocated to collaboratively assess the implementation process and data analysed through the Learning and Support Team.

Strategic Direction 2

Ensure Wellbeing For All

Purpose

To provide a safe, secure, positive environment that promotes learning and student achievement and is supported by a shared understanding of expectation.

Overall summary of progress

The School Learning and Support model was extended to include additional Learning and Support teacher allocation, supporting the well being needs of students. Practices around well being data collection, retention and analysis was examined and best practice identified. School Learning and Support practices were revised and staff familiarisation processes implemented. The current School Welfare Policy was reviewed and positive practice identified.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community understands, acknowledges and is engaged with the values of School Welfare Policy	Positive school values promoted through transparent channels, staff meetings, newsletters, etc. All stakeholders consulted and invited to participate in a School Welfare Policy Review.	Time allocated through staff meetings, learning support meeting and P&C meetings to promote positive school values and to provide a consultative forum.
Demonstrated positive behaviours for learning are reflected in school based data.	Positive behaviour aspects integrated into ESR Momentum software. No student suspensions were record throughout 2016.	Professional learning around the use of and analysis of ESR Momentum well being data.

Next Steps

Throughout 2017 positive behaviour practices and expectations will be integrated into the updated Tarago Public School Welfare Policy. This will include consistent positive student recognition devices linked to the school values, clear and accurate documentation of Learning and Support, and Personalised Learning Plans (as required).

Strategic Direction 3

An Active Learning Community

Purpose

For the learning community to successfully collaborate with all stakeholders so that we have a common vision and understanding.

Overall summary of progress

In 2016 the Tarago Learning Centre was established. The TLC is based within the former school residence, which was negotiated to be integrated into the school campus. One of the function of the Centre will be the creation of spaces for the community to meet, plan and engage in school and community based activity.

Community input was sort following the creation of the draft Tarago Public School Literacy and Numeracy Assessment Framework. This process explicitly informed parents and the community of the purpose and expected outcome of this document and created an environment of shared language and expectation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Our community is actively engaged in supporting the learning of all, as measured through survey data.	Community consultation and engagement was sort in the planning and establishment of the Tarago Learning Centre. Parent and community consultation meetings occurred following the release of the draft Tarago Literacy and Numeracy Assessment Framework.	Nil

Next Steps

In 2017 the Tarago Learning Centre will form a key component for community engagement through the Kitchen Garden program, Robotics Centre and meeting spaces.

Regular feedback will take place following the implementation of the Tarago Public School Literacy and Numeracy Assessment Framework. Parent and community input into this process will be sort and valued.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students achieved targets as outlined in their PLP.</p> <p>Cultural awareness supported through Wiradjuri Echo program.</p>	<p>Wiradjuri Echo – Duncan Smith Cultural awareness and mural creation workshop .</p> <p>\$1200</p>
Low level adjustment for disability	<p>Learning and Support Teacher led the review of individual learning progress, (PLAN, Benchmarking).</p> <p>Learning and Support Teacher coordinated the implementation of Multilit across targeted students resulting in significant growth in literacy.</p>	<p>Learning and Support Teacher @ 0.2 FTE</p> <p>\$20,404</p> <p>Flexible funding (Multilit)</p> <p>\$2927</p>
Socio–economic background	<p>Students supported in accessing educational opportunities (Specialist Music tuition, sport coaching, performance opportunities, technology)</p>	<p>\$17,794</p>
Support for beginning teachers	<p>Mentoring program with Bungendore Public School established to supporting beginning teacher.</p> <p>Training to support the K–2 literacy program Get Reading Write undertaken.</p>	<p>\$7518</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	12	17	19
Girls	16	16	16	13

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.1	95.2	90.9	94.5
1		93	94.1	93.2
2	92.8		92.1	83.9
3	97.8	95.3	92.3	91.9
4	98.2	96.1	94.7	96.4
5	97.8	97.8	97	95.9
6	89.3	98.3	94.9	92.2
All Years	94.1	95.8	93.5	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1		94.7	93.8	93.9
2	94.7		94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Students who have low attendance rates will statistically perform less well than students who have high rates of attendance. It is a legal requirement that children over the age of six attend school. In line with this Tarago Public School has developed a number of strategies to manage nonattendance. Parents of children who have rates of attendance that are of concern will be contacted by phone in the first instance. A formal letter will be issued, should attendance continue to be of concern. The Home School Liaison Officer may become involved in the matter if attendance fails to improve. Legal action may also be taken should the Department of Education deem it appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0.01

*Full Time Equivalent

In 2016 no members of Tarago Public School's staff identified as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	33

Professional learning and teacher accreditation

All Tarago Public School staff undertook significant professional learning throughout 2016. Staff undertook training supporting the implementation of the Get Reading Right program across K–2, the implementation of the Oliver library reform, Yoga for Children and Instructional Leadership through the University of Melbourne Graduate School of Education. All Professional Learning supported the Tarago Public School Strategic School Plan. SASS staff undertook preparatory learning around the LMBR reform in preparation for its implementation in 2017. All staff participated in mandated training in Child Protection, CPR, Emergency Care and Anaphylaxis

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	144 348.83
Global funds	63 182.53
Tied funds	62 515.97
School & community sources	7 623.52
Interest	2 128.51
Trust receipts	2 153.00
Canteen	0.00
Total income	281 952.36
Expenditure	
Teaching & learning	
Key learning areas	7 867.70
Excursions	2 446.92
Extracurricular dissections	7 032.10
Library	351.93
Training & development	5 171.66
Tied funds	95 672.63
Short term relief	2 288.91
Administration & office	23 841.89
School-operated canteen	0.00
Utilities	6 312.89
Maintenance	8 631.98
Trust accounts	2 219.00
Capital programs	41 950.25
Total expenditure	203 787.86
Balance carried forward	78 164.50

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 (<https://www.myschool.edu.au/>) provides detailed information and data for national literacy and numeracy testing. Within the My School website, insert the school name in the "Find a School" search function and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers regarding the school.

Their responses are presented below.

- All student respondents expressed the view they feel safe and secure within our school environment.
- All student respondents felt supported in their learning and felt the school promoted their achievement.
- All student respondents believed their school has a positive connection with their community.
- All staff agreed their professional learning has positively impacted on their classroom practice.
- All staff agreed that their input is valued by the school community.
- 90% of parents agreed they have a clear understanding of the behaviour expectations within the school.
- All parents agreed that the school supports all student learning and has positive expectations.

Policy requirements

Aboriginal education

All Aboriginal students attending Tarago Public School have a Personal Learning Plan developed in consultation with parents, students and staff. These plans are based on literacy, numeracy and engagement, providing opportunity for feedback to inform future planning. Aboriginal students are referred to the Learning and Support Team ensuring their learning needs are supported and monitored and as required interventions initiated. Across all areas of the curriculum the embedding of Aboriginal perspective is promoted.

Multicultural and anti-racism education

Tarago Public School continues to value and celebrate Australia's multicultural identity. Students are encouraged to respect the diversity of all Australians and school programs are designed to develop both knowledge and understanding of our history and heritage. The Country Women's Associations Country of Study for 2016 year was Mongolia. All students engaged with this annual event and gained an understanding and appreciation of a diverse culture. The school continues to seek opportunity to explore cultural diversity and promote tolerance, understanding and acceptance.