

Tangara School

Annual Report



2016



5684

Introduction

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

Linda McLaughlin

Principal

School contact details

Tangara School

Bong Bong Rd

Mittagong, 2575

www.tangara-s.schools.nsw.edu.au

tangara-s.School@det.nsw.edu.au

4871 1636

School background

School vision statement

The central aim of Tangara School is to provide high quality educational programs and services to students with disabilities.

The school is determined to provide for all students, a curriculum which is relevant and challenging, promoting their intellectual, aesthetic, moral, social, emotional and physical development.

Parent, caregiver and community participation are identified as a critical factor in the school's functioning and vital to a student's achievement and success.

We believe in the right of the student to a practical and needs based education program across all NSW Australian Curriculum Subject Areas.

School context

The school provides educational programs for students from the age of four to eighteen years with a range of disabilities, which include an intellectual disability in the moderate to severe range. The school has five classes in 2016.

Each student has an outcomes-based individualised program that is designed in consultation with parents and other support agencies. Tangara School offers opportunities for therapy support, integration and transition to post-school life.

School priorities include literacy, mathematics, student wellbeing programs, independent living skills, assistive and supportive technology and communication programming.

Tangara has a strong commitment to support positive behaviours across the school through its four school values: I am Kind, Calm, Safe and Proud.

The school has developed excellent relationships with student families, the wider community and the very active and supportive members of the Parent and Citizens Association.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning Tangara School is Delivering in two of the elements and Sustaining and Growing in three of the elements.

In 2016 and in previous years, all students have exemptions from participating in NAPLAN testing because of their moderate and severe level of intellectual disability. The school is not able to offer evidence of any external assessment.

In 2015–16 the school teaching staff worked together, and with staff from similar schools, to achieve improved outcomes for students in the areas of reading and writing. Teachers have developed new resources including: new fully resourced Guided Reading Plans and assessment tools that are designed to meet the needs of every student in the school. The school has a new and fully operational Library, which uses Oliver to support teaching and learning programs across the curriculum.

In 2016 the Tangara School Wellbeing Policy was updated to reflect recent changes in DoE policy around student wellbeing and to give staff the opportunity to reflect and change, where necessary, current practice. Personalised Learning Plans (PLPs) are developed in consultation with parents and carers to support students' behaviour, health and physical management needs. The school values are displayed in all classrooms and are used to teach social skills.

PLPs inform student learning and are also developed to include the objectives of the NSW Australian Curriculum. Assessment processes are in place that record baseline level of functioning and improvement against the individual goals of students. Students are surveyed on their likes and dislikes about the many educational activities offered by the school, such as horse riding and swimming.

Every member of staff is committed to working collaboratively, both within the school and with other schools, to achieve the schools improvement targets. The teaching staff has worked throughout the year to achieve their Professional Development goals that relate to the two Strategic Directions of the School Plan.

The school is cognisant of, and is guided by, Department of Education policies and guidelines. Many processes are in place to ensure students are engaged in quality educational programs that are guided by the NSW Australian Curriculum, and are relevant and functional.

Teaching

The results of this process indicated that in the School Excellence Framework domain of TeachingTangara School is Delivering .

Teaching and Learning programs are developed throughout the school year and are reviewed by supervisors and peers every term. In 2016 a guide to the content of a teachers' program was discussed and introduced, which has been favourably received. A discussion about teaching programs takes place with the teacher every term.

All classrooms are well managed, with well-planned teaching taking place, and is supported by classroom teacher observations. Teachers and supervisors visit each class using Tangara Schools' classroom observation protocols.

Data is collected regularly to inform student progress and the effectiveness of teaching and learning programs. Developing new assessment tools is a School Plan improvement target in 2016. The schools' improvement targets are monitored twice a term to assess progress towards achieving set targets.

The school's professional learning has focussed on assessment practices. Teachers have all developed assessment tools that are shared during staff and curriculum committee meetings, and stored on the schools' server to be available for teacher use. Teachers have worked collaboratively to develop new teaching resources. They have shared their knowledge and skills in the areas of reading and writing with other schools at a network meeting for special educators hosted by the school. The feedback was excellent.

All teachers have developed Professional Development Plans that are reviewed each term and must acknowledge the Professional Standards for Teachers. The PDP goals take into account the schools strategic directions described in the School Plan.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading. Tangara School is Delivering in three elements and sustaining and growing in one element.

The school values the support and contributions of family, students, and the wider school community. Parents are invited to attend the school at least once a term to participate in a variety of activities with their child. For example, in term three, parents were invited to attend a celebration of the Olympic Games. Parents have also participated in several information sessions about the National Disability Insurance Scheme (NDIS) and given positive feedback when surveyed. Feedback is elicited from students about the programs offered by the school, with very positive results. Student success is celebrated regularly at whole school assemblies and at end of year presentations. Students are regularly successful in local Art competitions.

Parents were surveyed in term 3, 2016 about a number of aspects of the school and responded positively about educational provision at Tangara School. The school promotes the high expectations it has for student success and parents value this.

The SchoolPlan is a working document that is used regularly by the school to monitor progress towards meeting improvement targets. The plan was developed in consultation with school staff and the P&C. The plan contains targets to improve parent engagement in learning that is pertinent to their child's needs. The School Plan is reviewed at the beginning of the year to take into account the changing needs of a new cohort of students and the use of flexible staffing of the school. In 2015–16 a teacher with library experience was temporarily engaged to support the establishment of

Tangara Library. Also Equity funding was used to engage a part-time additional SLSO to support living skills programs.

Staff supervision and support is crucial to quality teaching practice. All teachers develop PDPs and are expected to achieve their annual goals, and have a consistent approach to develop Teaching and Learning programs. Teaching staff are purposefully engaged in pursuing improvement through professional learning. Staff share their expertise with colleagues, both within the school and with other local teachers. All staff has additional areas of responsibility to support the successful operation of the school.

The school constantly works to maintain and upgrade its facilities. Sponsorship was accessed to upgrade the school pool and the school's submission for toilet upgrades and a refurbishment of the school administration area was recently successful. Work Health and Safety issues are reported to the school executive when necessary at weekly staff meetings.

The school is one of the 229 schools to successfully implement the LMBR reforms. Staff have roles and responsibilities to use the programs to manage finance and student records.

A beginning teacher at the school has benefitted from the GTIL program, which has resulted in increased opportunities for professional development, mentoring and additional RFF.

Our self-assessment and the external validation 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

Every Student has a Voice

Purpose

To ensure students participate in all aspects of English to develop cognitively and socially.

To make certain literacy teaching across the school is consistent and is based on the current research of best practice in quality education.

Students are able to enjoy good quality literature and are given the opportunity to respond using a range of strategies.

Overall summary of progress

Student assessment in all areas of guided reading is consistently used each term to track and record student progress and improvement. Results of student improvement in the area of reading and writing are shared by teachers and with parents and carers. Teachers can demonstrate their use of a consistent school system for assessing student progress in reading and writing. Teachers use appropriate strategies and resources that have been developed by Tangara School teachers to engage students in a variety of reading and writing activities. Students value their visits to the library and engage in individual and group reading activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieve their literacy goal. 100% of parents and carers help to formulate literacy priorities for their child. Guided reading plans are embedded into every class timetable every day.	Parents and teachers consulted on educational priorities for students. Teachers used SMART goals for students in the area of literacy. The goals were specific and realistic. Student individual progress was pleasing and discussed by teachers at committee level and reported to parents.	\$10,500 Access to a part-time teacher librarian.

Next Steps

Teachers will incorporate appropriate English syllabus outcomes, with careful selection of relevant and engaging texts. The school looks forward to students becoming independent library users. They will know the processes involved in a library lesson and they will be able to practise self-selected reading using the program Oliver to borrow books and to navigate the catalogues. Staff will be given the opportunity to further develop skills to use Oliver to enhance student learning. In 2017, staff will develop continuums, in the areas of mathematics and science.

Strategic Direction 2

Active and Engaged Learners

Purpose

Building individual and collective capability.

Students, staff and parents engage in a wide range of learning activities both in school and in the wider community that are educationally beneficial and, promote innovation and inclusion.

Engage collaboratively with parents, carers and other professionals to promote wellbeing for all students as a foundation for learning.

Overall summary of progress

Positive teacher program supervision and student feedback received throughout 2016. Parents are informed and active in the life of the school. Visiting therapists and volunteers are a welcome addition to the school program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students participate every term in community activities such as art exhibitions and integration activities with local schools.</p> <p>Teacher's increased knowledge and skills are evident by their achievement of professional learning goals in their PLPs.</p> <p>Student achievement is measured by specific curriculum based data such as checklists and surveys.</p> <p>School policy and implementation strategies when using community services is developed and published for the school community to access.</p> <p>Parents/carers have access to information meetings every term.</p>	<p>Achievements this year include positive feedback on a number of initiatives through student, staff and parent surveys. Teachers successfully achieved their PDP goals, students achievement was evaluated using new assessment tools parent engagement included attendance at Morning Teas where information regarding NDIS was shared.</p>	<p>Annual TPL \$7500</p> <p>Community funding \$5000</p>

Next Steps

Staff will continue to seek support from health professionals to ensure equipment is used safely. Staff will continue to implement the Australian curriculum with alignment to BOSTES requirements as part of professional learning. Staff will continue to implement the statement of purpose in their classroom teacher observations. Classroom teacher observations will continue to be implemented across other areas of the curriculum with further focus on NESA requirements and the implementation of the NSW Australian Curriculum. Every student will continue to give feedback on their learning and teachers will use this feedback for future planning. The school will continue to hold more sharing network meetings where teachers can showcase the quality practices and resources they have developed. The school will continue to prepare ways to support families, as they go through the changes with the NDIS processes. The school will continue to source services or opportunities for students to develop work skills in the community. Future professional learning will include training in managing difficult and challenging behaviours to maintain and enhance staff skills. More opportunities for family education programs, such as Stepping Stones, will be offered to our parents and carers.

Key Initiatives	Impact achieved this year	Resources (annual)
Quality Teaching, Successful Students (QTSS)	Teachers were able to complete classroom teacher observations and prepare library resources for use by all staff.	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 385.00)
Socio-economic background	A SLSO was engaged to support student Independent Living Skills across the school throughout terms 1–4. Students have more opportunity to reach a higher level of independence in the areas of toileting, dressing and eating.	\$16,537.00 <ul style="list-style-type: none"> • Socio-economic background (\$16 537.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	13	14	16
Girls	9	8	10	9

The table below indicates the school's enrolment pattern over the past four years. The school had a total enrolment of 25 students in five classes. The school welcomed five new students. Students are placed in classes, where possible, according to their age. Three primary and two high school classes operated. Class sizes in 2016 were 5–6 students to each class which were staffed with a teacher and School Learning Support Officer.

Management of non-attendance

Students attending Tangara School have excellent attendance rates. For some students there are medical conditions that impact on attendance. Two students with medical needs had exemptions from attending school full time in 2015.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Teacher Librarian	0.2
School Administration & Support Staff	6.18
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school does not currently have staff who acknowledge Aboriginal cultural heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Professional learning and teacher accreditation

The school expended funds for teacher professional learning (TPL).

This was used to achieve targets in the 2016 School Plan priorities.

All staff participated in all mandatory training. Mandatory Courses undertaken were:

CPR training.

Oxy–resuscitation training to update credentials.

Anaphylaxis e–learning.

Child Protection.

School planning activities for the School Plan 2015–17.

A variety of courses both on–line and face to face to support the implementation of LMBR reforms.

2016 School Administrative Managers Conference.

Healthcare Procedures.

Code of Conduct.

Other courses taken were:

Achieving Accreditation at Highly Accomplished and Lead

Professional Growth Through Classroom Observation

Implementing the School Excellence Framework

Budget Planning

SEPLA network meetings

Music Count Us In Webinar

Primary STEM teacher network

Aboriginal Education network

School Finance refresher

SALM & Schools Finance Refresher Workshop

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1st January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	156 683.73
Revenue	1 375 282.97
(2a) Appropriation	1 321 368.11
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	49 069.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	3 791.88
(2d) Investment Income	1 053.93
Expenses	-1 334 594.72
Recurrent Expenses	-1 334 594.72
(3a) Employee Related	-1 252 236.27
(3b) Operating Expenses	-82 358.45
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	40 688.25
Balance Carried Forward	197 371.98

This Financial Summary for the year ending 31.12.2015 for Tangara School. The school transitioned to a new financial system in 2014 which included managing of staff salaries.

Expenditure

- Major expenditure is approved at executive and staff meetings and discussed with the P&C.
- The school is intending to use the funds to upgrade areas of the playground and install new interactive boards when they require replacement.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	322 651.43
Base Per Capita	2 675.93
Base Location	1 803.00
Other Base	318 172.50
Equity Total	16 536.66
Equity Aboriginal	0.00
Equity Socio economic	16 536.66
Equity Language	0.00
Equity Disability	0.00
Targeted Total	908 320.50
Other Total	5 189.00
Grand Total	1 252 697.60

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

HSC

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

Two students successfully completed the HSC Lifeskills courses and were awarded the HSC Lifeskills.

Policy requirements

Aboriginal education

The school has no students who claim Aboriginal cultural heritage. Tangara School provided opportunities for all students to engage in Aboriginal cultural activities and were able to celebrated key dates during the year.

Multicultural and anti-racism education

Harmony Day showcased the talents of staff, students and parents in singing and creating artworks.

The school has an Anti-Racism Contact Officer. There have been no issues or complaints reported.