

# Tarago Public School Annual Report



2017



3162

## Introduction

The Annual Report for **2017** is provided to the community of **Tarago** 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

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## 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.

**Learning** – Within this domain, self-evaluation examined the element of Curriculum. The school's on-balance judgement identified the school as offering a curriculum which meets the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable opportunities for all students. It was identified that teaching and learning programs describe what all students are expected to know, understand and do and that a differentiated curriculum is delivered for some students with particular identified needs.

**Teaching** – Within this domain, self-evaluation examined the element of Effective Classroom Practice. The school's on-balance judgement identified a school-wide approach to effective and positive classroom management. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and that teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.

**Leading** – Within this domain self-evaluation examined the element of School Resources. The school's on-balance judgement identified the school's staffing as being organised and managed to ensure an effective learning environment. and that staff resources are allocated to support the achievement of the school's strategic priorities. It was identified that the physical learning spaces within the school are used flexibly to meet a broad range of student learning interests and needs and that the priorities in the school plan drive financial decisions.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## 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

A school wide Assessment Framework and Schedule for Literacy and Numeracy was embedded to support internal monitoring of student progress. The implementation of these documents involved significant professional learning, involving all staff, and was 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)	Funds Expended (Resources)	Progress achieved this year
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.	Professional learning funds allocated to support the implementation of the Tarago Public School Literacy and Numeracy Assessment Schedule.  Intervention initiated to support students growth below expectation.	Internal measures assessing student progress were implemented with whole of school practices and procedures established.  All staff participated in professional learning around the Literacy and Numeracy Framework.  Suitable timetables established, supporting the integration of the framework., with assessments scheduled ensuring suitable integration across the year.

#### Next Steps

In 2018 adjustments to timetabling and the establishment of record keeping processes will be undertaken. Numeracy will remain a strong focus moving into a new planning cycle.

## 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 once again extended to include additional Learning and Support Teacher allocation, supporting the wellbeing needs of students. Practices around wellbeing data collection, retention and analysis was monitored and examined with best practice identified. School Learning and Support practices were revised and staff familiarisation processes implemented. The current School Welfare Policy was reviewed and new positive practice measured trialed.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community understands, acknowledges and is engaged with the values of School Welfare Policy	Time allocated through staff meetings, learning support meeting and P&C meetings to promote positive school values and to provide a consultative forum.	Positive school values promoted through transparent channels, staff meetings, newsletters, etc. All stakeholders consulted and invited to participate in a School Welfare Policy Review.
Demonstrated positive behaviours for learning are reflected in school based data.	Professional learning around the use of and analysis of ESR Momentum wellbeing data.	A new positive behaviour model trialed across the school.  Positive behaviour aspects integrated into ESR Momentum software.  No student suspensions were record throughout 2017.

### Next Steps

2018 launch of new School Welfare Policy. Review of ESR Momentum and its integration into LMBR Student Wellbeing.

## 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 2017 the Tarago Learning Centre commenced operation. The TLC, based within the former school residence, was used as a learning space for the school robotics program and as part of the school kitchen garden program as well as a meeting place for the P+C and community groups.

Community engagement with the Tarago Public School Literacy and Numeracy Assessment Framework was commenced. 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)	Funds Expended (Resources)	Progress achieved this year
Our community is actively engaged in supporting the learning of all, as measured through survey data.	N/A	Parent/teacher interviews included a component to examine and align student achievement against the Tarago PS Assessment Schedule.  The P+C has increased in size and activity throughout the year. There has been a greater depth of engagement across all aspects of the school.

### Next Steps

The P+C are looking to undertake an examination of how their activities can best support the needs of the school and all students. This will take the form of meeting, in 2018, to determine the most suitable direction for their growth and their role within the school context.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,029	Funds supported the provision of time to ensure the Personalised Learning Plan for Tarago's Aboriginal student was thorough, meaningful and ongoing.
<b>Low level adjustment for disability</b>	\$23,707	This funding provided addition Learning and Support Teacher allocation across the school. This additional time focused on the provision of support in undertaking submissions, record keeping and meetings for students requiring classroom adjustments as well as in-school and external intervention.
<b>Socio-economic background</b>	\$13,267	Funding supported engagement in off site activities through subsidies for bus travel to sporting carnivals and excursions. As well as allowing the provision of on site programs such as music tuition/resourcing and sports coaching across the K/6 community.
<b>Support for beginning teachers</b>	\$13,378	An experienced Assistance Principal was employed to undertake a mentoring role with Tarago's beginning teacher. This program focused on classroom management within a multi stage class. Time was allocated for team teaching, feedback meetings and planning. This program greatly enhanced our beginning teacher outstanding and capacity within a multi stage classroom.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	17	19	23
Girls	16	16	13	17

Tarago Public School's overall enrolments continued to grow in 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	90.9	94.5	90.5
1	93	94.1	93.2	92.9
2		92.1	83.9	95
3	95.3	92.3	91.9	93.3
4	96.1	94.7	96.4	92.1
5	97.8	97	95.9	88.2
6	98.3	94.9	92.2	93.8
All Years	95.8	93.5	93.5	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2		94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.88
Other Positions	0

\*Full Time Equivalent

In 2017 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

A focus on beginning teacher funded professional learning was significant throughout 2017. An intensive mentoring program ran in support of this initiative with very positive outcomes.

Across the school professional learning with a focus on the school excellence framework and literacy/numeracy assessment was embedded in the implementation of the Tarago Public School Assessment schedule.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>78,165</b>
Global funds	51,891
Tied funds	19,783
School & community sources	2,359
Interest	477
Trust receipts	646
Canteen	0
<b>Total Receipts</b>	<b>75,156</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	8,988
Excursions	2,315
Extracurricular dissections	10,948
Library	148
Training & Development	1,551
Tied Funds Payments	11,288
Short Term Relief	2,590
Administration & Office	12,355
Canteen Payments	0
Utilities	2,832
Maintenance	4,981
Trust Payments	744
Capital Programs	20,033
<b>Total Payments</b>	<b>78,773</b>
<b>Balance carried forward</b>	<b>74,548</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	141,346
Appropriation	126,088
Sale of Goods and Services	1,785
Grants and Contributions	13,325
Gain and Loss	0
Other Revenue	0
Investment Income	148
<b>Expenses</b>	-99,403
Recurrent Expenses	-99,403
Employee Related	-40,477
Operating Expenses	-58,926
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	41,943
<b>Balance Carried Forward</b>	41,943

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	425,495
Base Per Capita	4,890
Base Location	5,161
Other Base	415,444
<b>Equity Total</b>	38,003
Equity Aboriginal	1,029
Equity Socio economic	13,267
Equity Language	0
Equity Disability	23,707
<b>Targeted Total</b>	0
<b>Other Total</b>	2,756
<b>Grand Total</b>	466,254

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.

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 provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through parent/carer interview, the following aspects were identified as areas in which the school is rated in a positive way.

The professionalism of school staff, the school literacy programs, additional learning support, the schools assessment practices and reporting to parents. Students engagement and the provision of additional programs such as music, sport and robotics were also clearly identified. The continued support of parental engagement was seen as a priority.

## 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 2017 year was Nepal. 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.