

# Tarago Public School Annual Report



2018



3162

## Introduction

The Annual Report for **2018** 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

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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 Student Performance and Growing. The school's on-balance judgement identified the school is Sustaining and Growing. The school has achieved ongoing value-added results, significantly above the value-added by the average school. It has identified the expected growth for students and is achieving growth at beyond this level. This is reflected in both internal and external assessment data.

**Teaching** – Within this domain, self-evaluation examined the element of Data skills and use. The school's on-balance judgement identified the school is Sustaining and Growing. The school staff engage and access professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team analyses student data for insight into student learning and discusses results with the whole staff. Consistent and comparable judgement of student learning, the monitoring of student learning progress and the identification of areas for improvement and extension are promoted and informed through the regular use of assessment data.

**Leading** – Within this domain self-evaluation examined the element of School planning, implementation and reporting. The school's on-balance judgement identified the school as delivering. The school leadership team engages in a process of planning, implementation, monitoring and self-assessment that leads to collaborative development of evidence-based school plans. The school plan aligns with student and system priorities and ensures responsiveness to emerging needs. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

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

### Learning

#### Purpose

- To provide high quality teaching and learning programs which ensure all learning addresses the needs of all students.
- To provide student learning experiences that result in and promote an aspirational school culture.

#### Overall summary of progress

Tarago Public School Assessment Framework and Schedule for Literacy was refined to support internal monitoring of student progress. The refinement of this documents included significant professional learning for new staff, and staff wide input from staff in practice, analysis and data interpretation. Changes involved consultation with and support from 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
All students, unless identified through student Individual Learning Plans, meet or exceed expected growth in literacy and numeracy as measured against Learning Progressions and Tarago Public School's Assessment Schedules.		Literacy records for all students, not supported by Individual Learning Plans, reflect growth at above expected level.
Students with specific learning needs will achieve the goals indicated in their Individual Learning Plan or Personalised Learning Plan.		All students with identified needs have current Individual Learning Plans
Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading and Numeracy.		No year five students identified as Aboriginal.

#### Next Steps

2019 will see further work on the implementation of the Tarago Public School Numeracy Assessment Schedule. Continued changes to staff will facilitate measured implementation.

## Strategic Direction 2

### Teaching and Leading

#### Purpose

- To build staff capacity and empower leadership through relevant and ongoing professional learning.
- To develop a collaborative approach to decision-making and the implementation of consistent systems and practices.

#### Overall summary of progress

School equity funding expanded the School Learning and Support allocation model, providing additional Learning and Support Teacher allocation to support the learning needs of the school. Practices around wellbeing data collection, retention and analysis was a significant focus for staff professional learning. A focus on the School Welfare Policy and School Learning and Support practice, to promote staff familiarisation, was a central theme of the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers, non-teachers and leaders demonstrate responsibility for their professional growth through successful implementation of the performance and development cycle evidenced by: •Identification of professional goals and required professional learning.  •Implementation of strategies, collation of evidence, and ongoing reflection and refinement.  •Self-assessment and annual review.		All staff participated in the Performance and Development cycle. This identified professional goals and addressed their professional learning needs.
Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.		School performance data reflected satisfaction across prescribed fields.

#### Next Steps

2019 will see stability around staffing and the consolidation of wellbeing and support practice.

## Strategic Direction 3

### Community

#### Purpose

- To develop stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of all students.

#### Overall summary of progress

The Tarago Learning Centre is now an integrated facility within Tarago Public School. This facility has become a resource for professional Learning across the Tablelands Rural Education Community, with emphasis on STEM. It is also a valuable asset for Parent and Community involvement hosting meetings and facilitating catering.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents who regularly attend P&C meetings demonstrate a clear understanding of the three-year strategic directions, annual milestoneing and budgets that support key initiatives.		P & C participation levels increased throughout the 2018 year.
Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication.		Throughout the year communication and engagement strategies were trialed to promote efficiency.

#### Next Steps

Issues regarding the connectivity of the Tarago Learning Centre must be addressed in 2019. Data connection has been lost during 2018, due to a WiFi upgrade. This space is an integral component in promoting and supporting parent and community engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$719	The provision of time to ensure the Personalised Learning Plan for all Aboriginal student was thorough, meaningful and ongoing.
<b>Low level adjustment for disability</b>	\$5239	Learning and Support Teacher allocation across the school with a focus on the provision of support in undertaking submissions, record keeping and meetings for students requiring classroom adjustments, in-school and external intervention.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$7392	The provision of mentoring and coaching of staff in supporting classroom practice.
<b>Socio-economic background</b>	\$15426	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 sports coaching across the K/6 community.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	17	19	23	20
Girls	16	13	17	18

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.9	94.5	90.5	91.9
1	94.1	93.2	92.9	94
2	92.1	83.9	95	93.7
3	92.3	91.9	93.3	91.7
4	94.7	96.4	92.1	90.4
5	97	95.9	88.2	92.4
6	94.9	92.2	93.8	91.5
All Years	93.5	93.5	92.7	92.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

During 2018 no Tarago Public Staff members identified as 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	100
Postgraduate degree	0

### Professional learning and teacher accreditation

A focus on beginning teacher professional learning was significant throughout 2018. 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 assessment was implemented. Significant professional learning in STEM also was a key initiative throughout the year.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	41,943
<b>Revenue</b>	527,914
Appropriation	516,212
Sale of Goods and Services	1,816
Grants and Contributions	9,496
Gain and Loss	0
Other Revenue	0
Investment Income	391
<b>Expenses</b>	-504,466
Recurrent Expenses	-504,466
Employee Related	-456,922
Operating Expenses	-47,544
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	23,449
<b>Balance Carried Forward</b>	65,392

Expenditure throughout 2018 focused on supporting student learning and well being as well as building staff capacity through targeted professional learning. The school funded additional Learning and Support Teacher allocation, as well as School Learning Support Officer time. Funding targeted support for excursions, music programs, sport programs and expanding the schools STEM resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	452,507
Base Per Capita	7,735
Base Location	6,395
Other Base	438,377
<b>Equity Total</b>	42,207
Equity Aboriginal	719
Equity Socio economic	15,426
Equity Language	0
Equity Disability	26,061
<b>Targeted Total</b>	11,228
<b>Other Total</b>	7,405
<b>Grand Total</b>	513,347

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small sample size NAPLAN literacy results cannot be published or analysed without identifying the students.

Due to the small sample size NAPLAN numeracy results cannot be published or analysed without identifying the students.

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.

Due to the small sample data reflecting 2018 Premier's Priorities cannot be published or analysed without identifying the students.

## Parent/caregiver, student, teacher satisfaction

Parent/carer opinion was sort through interview and focus groups, at the end of 2018, to gauge levels of satisfaction with school programs and future directions for the school. This developed a view of now initiatives and plans were seen and how their effectiveness was viewed. This information will be used to inform planning into 2019.

Parents indicated support for teaching and learning programs that have delivered reporting data to inform student progress. There was support for the staffing structures that has been implemented to develop continuity and consistency in Teaching and Learning delivery. There was support for measured collaboration with the Tableland Rural Education Network. The

continuation of activity collaboration with TREC to support sporting opportunity was seen as an important practice.

Participants indicated that they were satisfied with the current school plan and the future direction of the new school plan.

Student responses indicated that they valued the roll STEM plays in their learning. They see that the skills and practices that STEM promotes are important to their learning across all Key Learning Areas. They responded that STEM is an aspect of their school that they are proud of and that makes their school unique.

## 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 2018 year was Poland. 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.