

# Tangara School

## Annual Report



2018



5684

## Introduction

The Annual Report for **2018** 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.

At Tangara School, we are committed to creating and inspiring life-long learners by providing a caring and vibrant learning environment that promotes and embraces students' strengths. It is our goal to ensure that every student is active and engaged, consistently moving forward in every aspect of their learning. Tangara School is in the beautiful Southern Highlands, and enjoys warm and caring partnerships with our broader community. Students are at the centre of all learning and we strive to ensure that they have the best resources, teachers and education support staff to enable them to learn and grow into responsible citizens of Australia. Tangara School promotes and values excellence in education for students with additional learning needs. There is a strong belief amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. Our school provides meaningful and authentic individualised educational programs for students from the age of four to eighteen years with an intellectual disability in the moderate to severe range, with often a range of additional, co-morbid disabilities. Tangara School currently has five classes, with a total enrolment of 32 students. Each student participates in an individualised program that is designed to promote a strong sense of self, allow students to develop independence, self-efficacy and emotional regulation and, most importantly feel as though they are a part of the wider community. Our warm and genuine relationships with our wider school community, particularly the very active and supportive members of the Parent and Citizens Association, our families, and the local therapists who work with our students, all contribute to the culture at Tangara School being one of warmth, equality, respect, and dignity. As with any school, our priorities include literacy, mathematics, student wellbeing programs, in addition to independent living skills, assistive and supportive technology and communication programming. Tangara School students are a delight to work with. They are often cheeky and irreverent, always warm and kind, and whilst they have challenges not every child has, they have strengths not needed by their more able-bodied counterparts, and, most importantly, they are a joy to teach.

Sarah Hillyer

Principal

### School contact details

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# School background

## School vision statement

At **Tangara School**, we are committed to creating and inspiring life-long learners by providing a caring and vibrant learning environment that promotes and embraces students' strengths to ensure they are active and engaged, consistently moving forward in every aspect of their learning.

## School context

Tangara School is in the beautiful Southern Highlands of NSW approximately an hour out of Sydney. The school provides educational programs for students from the age of four to eighteen years with an intellectual disability in the moderate to severe range, with often a range of additional, co-morbid disabilities. The school has five classes in 2018, with a total enrolment of 30 students.

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.

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. 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

- **At Tangara School we have refurbished all classrooms with modern and appealing furniture that is colourful and cheerful and has had an immense impact of the feel of our classrooms. We have put soft 'quiet space' on the walls of the classrooms to make displays of student work and visible learning goals easier and more attractive.**
- **We have designed and budgeted for a new playground to replace the dated and boring playground currently used. In conjunction with the generous donation of our P&C combined with a Community Access grant, we will have a natural play-space with outdoor classroom and dry creek bed that will facilitate curiosity and exploration of the natural environment.**
- **Our focus in our school plan is to ensure that we are 'working smarter' with student learning, and we have increased our focus and commitment to exemplary teaching of Literacy and Numeracy, with clear parameters for assessment of student growth.**

#### Teaching

- At Tangara school we have spent significant amounts of money of professional learning opportunities for staff, such as G-Suite training, Flexible Learning Spaces by Design, Project NEST, AASE conference in Cairns, Effective Learning in the Early Years of Schooling, and the SEPLA conference for the Staff Development Day at the commencement of Term 3.
- We have focused on student learning outcomes and developed our programming and Individual Learning Plans to ensure that student goals are relevant, achievable and reflect developmentally appropriate measures.
- All teachers have been instructed in Visible Learning Strategies, and are developing pedagogy to effectively engage all students in their own learning.

#### Leading

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

### Working Smarter

#### Purpose

'Working smarter' means that we can do what we are doing, more effectively, more efficiently that will result in more impact. It builds on our expertise in developing literacy skills in our students to include the development of numeracy and all other KLA's. Working Smarter involves developing better methods of ongoing assessment and reflection, and utilising technology to make this task easier.

#### Overall summary of progress

Our Strategic Direction 1 involves creative thinking to encourage our staff and students to 'work smarter'. We are actually a little ahead of where we thought we would be after only one year of our school plan. We have managed to create assessment tools to more accurately measure where the students are in their fundamental number skills. We have developed new reports that clearly offer information about each students strengths and experiences of schooling. All staff have become more capable of utilising technology and are accessing and saving to GSuite, developing meaningful goals for their PDPs and are engaged with using Matific to develop students skills in maths.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will have common assessment measures, will continually monitor and assess the learning of all students and develop inquiry-based programs that stimulate learning and offer concrete evidence of impact.	\$1060 for resources	Teachers have developed kits for assesment of Number which incorporates hands-on items and flash cards into a standard box in each classroom.
All students will have negotiated and visible learning goals that they are working towards which will result in an increased proportion of students achieving expected growth in Literacy.	\$1677.26 for Multilit Readers	Teachers have engaged with the Learning Progressions to assess and develop statgies for quantitative assessment of reading. Teachers have access to Decodeable Texts to help facilitate reading skills.
All students will have negotiated and visible learning goals that they are working towards which will result in an increased proportion of students achieving expected growth in Numeracy.	\$418	Teacheres engaged with Professional Learning in Vlsible Learning Strategies and have incorporated a new iPad bought for filming with release time for teachers to observe each others lessons.
	\$1590	Two teachers participated in the AASE conference to develop pedagogy and remain up to date wiht current theory in effective practice.

#### Next Steps

In 2019, we will be developing teacher confidence in Project-Based Learning, incorporating multiple KLA's into meaningful, real 'projects' that answer an important question or address a real-world issue. We will be developing our understanding of the Learning Progressions and developing assessmnet tools to facilitate objective assessments of our students' skills in Literacy and Numeracy. We will improve our school website in order to more effectively convey information about our school, and we will continue to develop skills in accessing technology.

## Strategic Direction 2

### Transforming Learning

#### Purpose

'Transforming Learning' encompasses using our spaces more effectively in order to better develop our relationships with our students, build engagement and offer individualised and tailored learning opportunities to all students.

#### Overall summary of progress

In Strategic Direction 2 we started with improving our learning environments to reflect 21st Century Learning practices. We have established creative and flexible learning spaces in all classrooms with new furniture and brightly coloured 'quiet space' for presenting student work and their Visible Learning Goals. We improved our playground, adding shapes, numbers, letters and colours. We have changed our School Logo and updated our uniform which has encouraged our students to develop a sense of pride and belonging at the school. We have incorporated what we learnt from our Occupational Therapist Program and better understand the sensory needs of our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
We will use our indoor and outdoor spaces in different ways that will challenge and engage students and staff, that will result in improving all school community members' physical literacy.	\$11,000 \$2750 \$1445 \$9255	Playground markings with bright and colourful shapes, numbers and letters.  Outdoor table setting for outdoor classroom in Sunshine Playground.  Collaboration with Occupational Therapist in order to access a chair appropriate for a child with significant needs.
Evidence of incorporation of the expertise of allied health professionals will be evident in Personalised Learning Programs, class programs and daily lessons.	\$909	Refurbished classrooms with improved wall coverings for displaying student work, and new furniture.
We will use our varied learning spaces to drive innovation in teaching and learning which will result in improved outcomes for students as measured by their progress along the Literacy and Numeracy Progressions.		Project Nest, Project Based Learning 3 day training conference for two staff members.
Students will show an increase in engagement with their learning through participation in inquiry-based learning projects that will be displayed throughout the school.		

#### Next Steps

In 2019, we will finally have our new playground finished. We are establishing a nature-based playspace with new shade structures, for our students to enjoy. At the end of 2018, we were awarded another grant which will be used to re-concrete the concrete path, turning it into a bike track, extending it and adding road markings so that we can build our students' road safety confidence.



## Strategic Direction 3

### Wellbeing

#### Purpose

Using a foundation of the Five Ways to Wellbeing that include 'being active', 'connecting with others', 'taking notice', 'giving to others' and being 'life-long learners', we will seek to have a school culture that reflects the premise that 'each person finds identity, meaning, and purpose in life through connections to the community, to the natural world and to humanitarian values such as compassion and peace.'

#### Overall summary of progress

Our Strategic Direction 3 is less a 'Strategic Direction', and more a foundation to everything we do to support our students growth every single day. We engaged in Managing Actual and Potential Aggression (MAPA) training, and have established a pattern of on-site Clinic visits by the Paediatric Team from Bowral Hospital once a term. We are purposefully moving more and are still very engaged in our swimming program and using our pool.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will participate in the 5 Ways of Wellbeing through engagement in a program to build movement and fitness, participate in planning their own learning and assess the acquisition of their goals, be mindful and take notice of the environment that they learn in, they will connect with others both within the school community and outside in the wider community, and have opportunities to give back to their community.	\$4665	Swimming project enabling every child to swim regularly
All program planning is inclusive of daily movement activities which considers all students' needs to ensure equitable access to the activities.	NIL	High School classes start every day with physical activity, Junior School have had 'Obstacle Course' days where they have participated in balancing, climbing and playing to develop motor coordination.
Tangara High School Students will create, perform or volunteer their time to 'give back' to a local community group or facility.	TBA	Project planned to commence Term 2 2019.
Tangara School will adopt and promote Positive Behaviour for Learning and a culture of celebrating strengths and positive choices.	NIL	New awards and schedule for assemblies planned for 2019.
Programs will be written that demonstrate incorporation of the Five Ways to Wellbeing into class learning experiences.	NIL	Teachers programs are becoming more mindful of the wellbeing needs of students.

#### Next Steps

In 2019, we are using our understanding of sensory needs to re-model the Sensory Shed enabling our students to have

access to a space where we can design a 'sensory diet' as a component of their ILPs. We have participated in the Premiers Sporting Challenge, and everyone is trying to incorporate more movement into their programs. We are also looking at ways to incorporate Introception awareness into each day to build our students ability to regulate their own emotions. Deep Learning is an important goal for 2019, and we will be developing staff and students understanding of how to encourage personal autonomy across the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1175	<p>We have had a day with Aunty Wendy from Platypus Dreamin' who painted and told stories with the students in each class.</p> <p>We have also bought timber logs to be used in a Yarn Circle outside, to be installed in 2019.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.081 teacher days	Used for Quality Teaching observations and release.
<b>Socio-economic background</b>	\$33,346	Additional Student Learning Support Officer time was purchased as there are far more personal care requirements than have been allocated using the current staffing formulations.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	14	16	18	18
Girls	10	9	12	14

At Tangara School, our students have multiple complex disabilities with a Moderate or Severe Intellectual Disability. As an SSP, our students come to us via Placement Panel and the Access Request process.

### Management of non-attendance

At Tangara School, we rarely have issues with attendance unless we have a student whose complicated medical needs result in hospitalisations or medical appointments.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.67
Teacher Librarian	0.2
School Administration and Support Staff	6.61

\*Full Time Equivalent

Currently we have no staff who identify as having Aboriginal heritage, however we have three Aboriginal students.

### 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	

## Professional learning and teacher accreditation

In 2018, we had one teacher gain their accreditation and become a 'proficient teacher'. All other teachers have been accruing professional learning and developing their NESA evidence of Proficient Teacher status.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	205,263
<b>Revenue</b>	1,510,196
Appropriation	1,441,977
Sale of Goods and Services	0
Grants and Contributions	67,287
Gain and Loss	0
Other Revenue	0
Investment Income	932
<b>Expenses</b>	-1,531,469
Recurrent Expenses	-1,531,469
Employee Related	-1,347,619
Operating Expenses	-183,850
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-21,273
<b>Balance Carried Forward</b>	183,990

At Tangara School we had a disappointing year where many of the upgrades to our playgrounds were planned and budgeted for, but will be completed in 2019, rather than in 2018. Nearly \$90,000 has been 'earmarked' for significant upgrades, including rebuilding the playground, installing play equipment, installing all new shade structures and building a Bike Track with road signage. We also have started looking at ways to refurbish our Sensory Shed, allocating \$15,000 to this project being led by our Student Learning and Support Officers.

Equity funds were targeted for supporting the individual personal care needs of students. Additional SLSO time was made available allowing teachers to focus on

developing meaningful learning opportunities and experiences. All equity funds were used in this manner and offered our students every opportunity to consolidate their learning as well as ensure their personal care needs were appropriately met. It is our goal to provide every possible, tailored opportunity to learn, and these funds allowed us to achieve this goal.

### 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>	407,613
Base Per Capita	12,936
Base Location	1,803
Other Base	392,873
<b>Equity Total</b>	32,014
Equity Aboriginal	1,736
Equity Socio economic	30,279
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	939,722
<b>Other Total</b>	13,099
<b>Grand Total</b>	1,392,448

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.

### Parent/caregiver, student, teacher satisfaction

Our whole school community have expressed positive views about the many changes we have made to the school in 2018. From new classrooms, with new furniture and a renewed focus on learning, to professional learning incorporating Visible Learning Strategies as a way to encourage student ownership of learning. Deep Learning Strategies combined with a focused Individual Learning Plans that encourage and support autonomy. By the end of 2019, we will have finished our new playground and will have a Bike Track with signage to practice road safety in the community. We held an information session for parents, offering them a clear description of how we teach reading using the 4 Blocks Reading Program which was

enthusiastically attended and overwhelmingly positively received.

"Thanks you for a really informative session, I love how you are able to teach my

### Policy requirements

#### Aboriginal education

As a part of our Cultural Program in 2018, we had Aunt Wendy Lotter from Platypus Dreamin' come to the school for a day and paint with each class. The students really enjoyed the storytelling and painting and had a lovely time with Wendy. We also bought several tree trunks which have been sanded and smoothed in order to establish a 'Yarn Circle', a space to have outdoor stories and music. These will be installed in 2019.

#### Multicultural and anti-racism education

At Tangara School, we have been using the Early Learning Language program to learn French across the school and have used the experience of learning language to expose our students to culture, our local culture and those of different countries. We have developed a sense of belonging and acceptance at Tangara School and have three students with a background where English is their Second Language. One of our students live in a home where Polish is the primary language, and two students live in a home where Arabic is the primary language spoken.