

Tanja Public School

2019 Annual Report



3159

Introduction

The Annual Report for 2019 is provided to the community of Tanja 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.

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Message from the principal

It has been a pleasure to spend this year as the relieving teaching principal at Tanja and I look forward to continuing in the role in 2020. This year at Tanja we have gone through many challenges, in particular, with the passing of two significant staff members, firstly our highly regarded teacher Janette Crowe and then the sudden loss of our beloved SAM Rosemary Lord. Through these losses we have prevailed, which says so much about the strength of our community. Janette and Rosemary will forever be in our hearts and inspire us all to do our best for the school they both loved.

Our school has offered many diverse programs this year, including the 'On the Perch' program with Steve Sass, AFL both in school sessions and Gala Day, students got up close to wildlife with the Taronga Zoo Mobile and Deadly Australians, tennis with Lee Patrick, ceramics with Janna Ferris, Spanish with Maria, Parkour with Cayce, music with Deb Weeden, David Hewitt, Greg Sheehan and Geoffrey Badger. It has been a fantastic year of learning with great partnerships with our parents sharing much knowledge and skills and the Tanja community, as well as Four Winds, Bournda Environmental Education Centre and the Sapphire Coast Learning community. There have been amazing opportunities for our students to participate with other students in the Sapphire Coast Learning Community's Art Exhibition where four of our students placed 1st, 2nd or 3rd. At the Film By the SCLC film festival, with one of our students receiving Highly Commended for their stop motion animation. A first place in bird calling at the 'Bird Olympics' and the opportunity to go to Canberra for the regional athletics carnival and run in the small schools relay. These opportunities would not have happened without the support of parents and the dedication of students. So thank you Tanja students and families for making learning rich at Tanja.

Our staff needs to be acknowledged as there has been many changes over this year, Sue stepped into the role of School Administration Manager following the loss of Rosemary and we all thank you Sue. We know it has been hard for so many reasons. Again thank you Sue, your commitment to Tanja and all of our students is greatly appreciated. We have been very fortunate this year to have Kiah Beruldsen teach on Thursdays and Fridays, next year Mr B is pursuing other opportunities with teaching and we wish him all the best and thank him for his time at Tanja. Liz has been at Tanja for about 10 years and this year Liz was instrumental in ensuring student learning was maximised in the classroom, Liz also volunteers a lot of time. Thank you Liz for all of your help and your care for our students. Sam Bright joined our staff in term 3 as our general assistant and we have all appreciated his joyous attitude and 'Jack-of-all-trades' skill set, thanks Sam.

Our P&C which is our entire parent body are remarkable and this year was no exception, their contribution to the school through donations, transport which allowed our students to participate in extra-curricular activities and hot lunches throughout term 3 which staff and students absolutely loved. The P&C's knack for entertaining, innovation and community minded fundraising is definitely a part of their success which our school and our students benefit from. So thank you for your tireless efforts and your ongoing support and passion.

Danielle McGrath

School background

School vision statement

Tanja Public School's Motto—

Not for ourselves, but for all

School's Vision—

Caring for each other, our school and our world.

Personal best in all things.

School context

Tanja Public School is a TP1 school with an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. There is a permanent full time teaching principal position and a permanent part time teacher, one day a week.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with Mogo PS.

There is a strong connection with the Tanja Community, which is involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are strong within the school and local artisans are a regular feature in the school's visual arts, music, dance and drama programs.

The school has an environmental focus, the school is part of the Sustainable Schools network and has a connection with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Creativity, Sustainability and Connectedness (Leading)

Purpose

Tanja students are active and informed citizens sharing their culture of sustainability, environmental awareness and responsibility with the wider community through incorporating local Indigenous culture and knowledge to ensure a sustainable future.

Improvement Measures

Whole school actively engaged in sustainability program, evident by established and ongoing usage of veggie garden and school environment.

Parents report students' social informed competence and independent learning skills, as measured by survey.

School is featured in local media as sustainable school with strong community ties and commitment.

Progress towards achieving improvement measures

Process 1: Sustainability

Developing community partnerships and school based initiatives that promote the ideals of sustainability across all areas of the curriculum.

Evaluation	Funds Expended (Resources)
Ongoing reduction in the purchasing and use of non-sustainable resources. Focus on waste reduction, including the use of laminating. Consistent teaching of sustainability and environmental science throughout the year.	Sustainable resources for office and classrooms/ Educational opportunities for students such as: 'On the Perch', Gardening & Art, and Creative and Talented programs at Bournda Environmental Education Centre.

Process 2: Effective partnerships

The school will strengthen and enhance existing partnerships between the school, students, parents and the wider community.

Evaluation	Funds Expended (Resources)
The school received positive feedback and results from programs connecting students, parents and community. Programs included: music, ceramics, tennis, Spanish, parkour, cooking and an Indigenous cultural excursion to a local significant site. Learning opportunities enriched learning and enhanced engagement. Students and parents gave positive feedback regarding partnerships and programs. A positive relationship with local Indigenous leader and the National Parks and Wildlife Service which the school will endeavour to continue to grow in future for the benefit of all.	Employment of music, art, science, Spanish and sports experts and relevant resources. Whole school camp and cultural excursion with Rhys Morgan from NPWS.

Process 3: Connected learner

The school partners with families to encourage development of social emotional development.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Improvement in social emotional skills evident over the year by staff and students with increased well-being and an increase in positive incidents.

Overall feedback from parents positive including through google form survey.

We continue to reflect and seek to improve communication and social emotional development opportunities.

Creative arts and performing arts programs; including dance, music and creative art.

Texts that support lessons in social emotional development..

Strategic Direction 2

Confident Capable Learners (Teaching and Learning)

Purpose

Tanja students, staff and community are known, valued and cared for and Tanja school provides each individual with opportunities to connect, succeed and thrive.

Improvement Measures

Individualised learning

Students are known, with their individual needs met through personalised planning with all students tracked on learning progressions.

Quality Teaching

All teachers have current PDPs that reflect ongoing learning and reflection.

Student Wellbeing

Student attendance is 90% and above, to enable students to grow, flourish and prosper.

Progress towards achieving improvement measures

Process 1: Individualised learning

The school will develop structures that support students individualised learning to meet their personal aspirations..

Evaluation	Funds Expended (Resources)
Individual Portfolios completed to aide students and teachers identifying learning success. Students involved in 1:1 discussions with teacher regarding portfolio, assessment and learning goals. To further develop teacher and student skills Tanja PS has joined with 6 other schools in the Sapphire Coast Learning Community (SCLC) with a 3 year commitment to 'Visible Learning'. All students demonstrated growth throughout 2019.	Teaching resources. Financial commitment to 'Visible Learning'.

Process 2: Quality Teaching

The school will develop structures that support teacher professional development in current research based pedagogy.

Evaluation	Funds Expended (Resources)
Tanja PS successfully implemented researched classroom practices through Language, Learning, Literacy (L3), Instructional Leader involvement and Performance and Development Plans (PDPs) . L3 has given clear evidence of students' success and needs. Instructional Leader was able to give students and teacher valuable guidance which resulted in improved student outcomes.	Final year of professional development in Language, Learning and Literacy (L3). Opportunities to collaborate, coaching and instructional leadership with Instructional Leader (IL). Additional professional learning, including Addictive Strategies, Seven Steps to Writing Success and Primary and Middle Years K-8 Maths Conference.

Progress towards achieving improvement measures

Process 3: Student wellbeing

Spaces in the school are created where a sense of identity and belonging is nurtured and a shared responsibility is developed.

Evaluation	Funds Expended (Resources)
Students, either parent, teacher or student identified as needing to self-regulate. Difference is evident as less interruption to learning and less need for parent contact. As a tool to self-regulate emotions and then return to learning.	Lessons to develop students' ability to recognise and self-regulate behaviour. Creation of safe spaces that are used in procedures of student self-regulation.

Process 4: Community Partnerships

School engagement with specialised community members to enrich student learning.

Evaluation	Funds Expended (Resources)
Programs included: 'On the Perch' – Photography and wildlife lessons, Ceramics artisan program, Parkour dance lessons and gardening and art lessons. Parents, community members and Bournda Environmental Education Centre all participated in the range of enrichment activities provided to students.. All programs were successful and highly engaging with positive feedback from teachers, students, parents and community members. Students benefited from rich, hands on programs and the school and students benefited from continued connection with community.	Funded art, science and gardening programs which included engaging local artists or specialists and resources required for programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Professional development courses and casual employment to facilitate PL.	Beginning teacher participated in 'Seven Steps to Writing Success' and 'Additive Strategies', two courses identified in teacher's PDP that lead to improved outcomes for all students.
Low level adjustment for disability	Temporary engagement of second teacher. Teaching resources.	Second teacher was valuable but using the teacher to split the class into K–2 and 3–6 would provide more explicit teaching opportunities.
Quality Teaching, Successful Students (QTSS)	Temporary engagement of second teacher.	Allow teaching principal to support staff and meet with Instructional Leader.
Socio–economic background	Teaching resources.	Valuable resources that allowed programs that students may otherwise not be able to access.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	9	11	4	11
Girls	11	6	4	0

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.3	82.3	93.7	90.4
1		93.9	68.2	78.4
2		96.8	90.1	80.1
3	95.7			84
4	94.6	93.5		91
5	96.3	92.8	96.7	87.7
6	94.2	94.3	76.1	
All Years	94.8	92.7	85.7	85.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1		93.8	93.4	92.7
2		94	93.5	93
3	94.2			93
4	93.9	93.9		92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	
All Years	94	93.9	93.3	92.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.18

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	90,139
Revenue	374,528
Appropriation	358,092
Grants and contributions	9,992
Investment income	403
Other revenue	6,041
Expenses	-366,700
Employee related	-317,577
Operating expenses	-49,123
Surplus / deficit for the year	7,828

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	17,303
Equity - Aboriginal	2,949
Equity - Socio-economic	636
Equity - Language	0
Equity - Disability	13,719
Base Total	293,843
Base - Per Capita	1,877
Base - Location	6,867
Base - Other	285,098
Other Total	45,037
Grand Total	356,183

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent engagement surveys indicated that parents feel welcome at Tanja PS, can speak easily with their child's teacher, are informed about school activities and parents feel that teachers listen to their concerns. Parents can easily speak with the school principal and school administrative staff but parent activities are not always scheduled at times when parents can attend. Reports on students progress are written in terms that parents understand and parents are confident that teachers will inform them if their child is not making adequate progress in the key learning areas. There is less confidence from parents regarding being informed about their child's behaviour at school, whether positive or negative. Communication is an ongoing focus as improvements can always be made in this area.

Parents support learning at home through discussions about class learning, about the importance of school and the challenges of school. Parents encourage and praise their children regarding school. Feelings towards other children at school are discussed openly at home between parents and students.

Student satisfaction was measured informally through class and individual discussions and feedback, learning engagement levels and parent feedback. Students feel like their teachers sometimes listen to them about how they like to learn. Students communicated that teachers listen and act when they speak to them about school concerns or issues. Students feel like there are a range of activities at school that enrich and deepen engagement.

Parent/caregiver, student, teacher satisfaction are all highly regarded at Tanja PS with ongoing formal and informal feedback sought throughout the year with improvements to learning, communication and engagement consistently reflected upon and changes implemented.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.