

# Tarago Public School

## 2019 Annual Report



3162

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

Tarago Public School is a small rural school which provides all students high quality and differentiated education. We offer a welcoming environment where every student is known, valued, and cared for. Our dedicated team of professional educators nurture, guide, inspire and challenge all students to build their skills and understanding, and to make sense of their world.

Students at Tarago Public School are offered a comprehensive education which focuses on developing literacy and numeracy skills in all key learning areas including STEM (Science, Technology, Engineering and Mathematics). Tarago Public School is a member of the Tablelands Rural Education Community small schools' community. Our school enjoys collaborating with local schools in the district and competing in rural and state sporting events.

The Tarago Public School P & C is made up of a team of hard working, dedicated parents and community members who support our school. Their efforts are always greatly appreciated. The P & C continues to subsidize school bus costs and this assists in making excursions affordable for our families. We are very proud of our inclusive and supportive learning community.

Michelle Jones

Principal

## School background

### School vision statement

Tarago Public School promotes and fosters 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 being respectful, safe learners builds 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

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 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

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.

Students with specific learning needs will achieve the goals indicated in their Individual Learning Plan or Personalised Learning Plan.

Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading and Numeracy.

#### Progress towards achieving improvement measures

**Process 1:** Develop staff and student skills in the provision of explicit criteria for learning, and specific and timely formative feedback.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>In 2019 teachers at our school began preparing for the implementation of the Literacy and Numeracy Learning Progressions. All students with identified learning needs were accommodated through an Individual Learning Plan. The K–2 classroom continued its implementation of the Synthetics Phonics program. The Learning and Support Teacher implemented the Mini–Lit program, focusing on those students whom were not meeting expected literacy benchmarks in the K–2 class.</p> <p><b>Where to next?</b></p> <p>In 2020 our school will be focusing on Professional Learning (PL) of all teachers to be able to effectively implement Formative Assessment practices into their teaching and learning programs. Our school will participate in Visible Learning PL to support the teachers' understanding of Success Criteria, WALT (We Are Learning To), WILF (What I'm Looking For) and TIB (This Is Because) to ensure students know what it is they are learning and why. Our school will develop a greater use of and implementation of rubrics to ensure Consistent Teacher Judgments, particularly in the area of writing.</p>	\$2500

**Process 2:** Build staff capacity to collect, analyse and report on internal and external student and school performance data.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>In 2019 teachers at our school began preparing for the implementation of the Literacy and Numeracy Learning Progressions. Being a small school, with only two classes, in 2019 the substantive Principal managed the analysis of school based assessments and external data sources (such as NAPLAN). The school focused heavily on bench–marking the students for Reading and Comprehension and implementing SENA testing for Numeracy.</p>	\$2500

**Where to next?**

In 2020, a major focus at our school will be, to compliment our Strategic Direction 1, Process 1, around Formative Assessment. We will embark on creating a Tarago Public School Whole School Summative Assessment Schedule. This schedule will be used by all classroom teachers to ensure a consistent approach to assessment and tracking of students' growth throughout the NSW Syllabus stages.

With the support of the local Principal, School Leadership, our school intends to closely analyse our school's NAPLAN data with the use of SCOUT to upskill staff in accessing 'Item Analysis' of NAPLAN questions to identify areas of success and those requiring ongoing consolidation. Furthermore, with support from identified NSW DoE staff and local schools (involved in EAFS), staff will further their understandings in how to implement the Literacy and Numeracy Progressions to guide Teaching and Learning.



## 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.

#### Improvement Measures

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.

Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.

#### Progress towards achieving improvement measures

**Process 1:** Teachers collaborate to observe and provide collegial feedback to improve teaching practice.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>With the appointment of an Acting Principal at our school in 2019, this process was not of major focus in 2019. Although classroom teachers and SAS staff engaged in Performance and Development planning, formal lesson observations and genuine feedback will be of major priority in 2020.</p> <p><b>Where to next?</b></p> <p>In 2020, our school intends to focus on the implementation of Quality Teaching Rounds (QTR) in the areas of Reading &amp; Numeracy and the Australian Professional Teaching Standards.</p> <p>At our school we will implement 5-weekly planning days with classroom teachers coming together with the support of the L&amp;S teacher. Through these sessions we will focus on Scope and Sequence planning, Classroom Teacher Programming requirements and learning accommodations &amp; adjustments. The intended purpose of our planning days is to create an ethos of 'Co-Plan, Co-Teach, Co-Evaluate' at our school.</p>	\$1500

**Process 2:** Design systems that encourage teacher and non-teacher improvement including Performance and Development process, accreditation, time for collaboration, peer review, lesson study and feedback.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>Please see Strategic Direction 2, Process 1.</p> <p><b>Where to next?</b></p> <p>Our school intends to create a consistent Teacher Observation template to ensure, when completing formal lesson observations through the PDP (Professional Development Plan) process (minimum 1 per semester) that</p>	

## Progress towards achieving improvement measures

teachers know what the intention of the lesson observation is and the areas of feedback that will be addressed.

Teacher PDP goals will be created in genuine consultation with the Teaching–Principal. Goals will be created that are strategically linked to the school plan. Areas of focus will include the Literacy & Numeracy Progressions and the Australian Professional Teaching Standards. We intend to use SMART Goal language (By..., I Will..., So That...) to ensure a consistent approach.



## 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.

#### Improvement Measures

Parents who regularly attend P&C meetings demonstrate a clear understanding of the three-year strategic directions, annual milestone and budgets that support key initiatives.

Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication.

#### Progress towards achieving improvement measures

**Process 1:** School analysis of student performance data is provided to the community on a regular basis. The school leadership team engages the school community.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>Tarago Public School is the hub of its' local community. Our school engaged in activities such as Book Week, NAIDOC week celebration and the Tarago Country Women's Association Country of Study Program. Additionally, we have formed a very close association with our local small schools' group (TREC- Tablelands Rural Education Community) with our students engaging in small school camp and sporting opportunities as a combined school group.</p> <p><b>Where to next?</b></p> <p>In 2020, to further engage with the parental community, our school will implement the communicative tool, SeeSaw. This tool will be used by all classroom teachers to communicate with students' parents and showcase work samples for parent comment. Parents will be able view their child's work and parameters will be set, along with a school SeeSaw policy.</p>	

**Process 2:** Build the profile of the school within the community through technology, communication and involvement in community events and groups. Promote an appreciation and understanding of the role the school plays in the local community.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>Please see Strategic Direction 3, Process 1.</p> <p><b>Where to next?</b></p> <p>In 2020, our school will implement the <i>Tell Them From Me</i> initiative with the parent, staff and student components of this initiative being implemented. Furthermore, we intend to operate 'Student-Voice Forum' sessions each term giving not only our student leadership team, but all students at our school the opportunity to give feedback and ideas to further strengthen our school and the programs run.</p>	

**Process 3:** Clearly communicate current pedagogy and understanding of syllabus content through a variety of modes including: •formal and informal meetings

**Process 3:**

- newsletters
- notes
- assemblies
- meetings

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p>With the appointment of an Acting Principal throughout 2019, this process of the school plan was not made a significant priority. This area will be made a priority in the roll out of the 2020 initiatives as per the 2018–2020 school plan.</p> <p><b>Where to next?</b></p> <p>Our school will conduct Parent Workshops each semester. These workshops will focus on parent understand of the NSW syllabus and how 'we teach at Tarago Public School' and embed quality teaching practices at our school.</p> <p>Furthermore, to promote parent understanding of 'what life is like at Tarago Public School', we will be sending home, each term, student workbooks to showcase to parents what it is the students have completed throughout each term.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$742	Our school received \$742 in the Aboriginal Equity loading fund. This money was spent to release teachers to work with the Aboriginal student in the writing of, monitoring and evaluation of their Personalized Learning Pathway.
<b>Low level adjustment for disability</b>	\$5,239	Our school received \$5,239 in Low Level Disability flexible funding this year. A School Learning Support Officer was employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students' are adequately supported during the school day is the greatest use of these funds.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$7,577	Our school received a total of \$7,577 in QTSS funding. This money was used to support the creation of Professional Development Plans and the writing of successful individual goals. The school undertook professional observations of fellow colleagues teaching and spent quality time engaged in professional discussion reflecting on their practice throughout term 4, 2019. This is an area of continued focus and refinement for 2020.
<b>Socio-economic background</b>	\$15,113	Our school received \$15,113 in socio-economic equity funding. A School Learning Support Officer was employed to support targeted student academic learning in the classroom and promote positive social skills development in the playground. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. The school utilized Socio-economic loadings to support families with the purchasing of school uniforms, school camps and an array of extra-curricular activities throughout the school year.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	19	23	20	16
Girls	13	17	18	15

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	90.5	91.9	94.4
1	93.2	92.9	94	90.9
2	83.9	95	93.7	93.8
3	91.9	93.3	91.7	96
4	96.4	92.1	90.4	92.3
5	95.9	88.2	92.4	96.9
6	92.2	93.8	91.5	88.6
All Years	93.5	92.7	92.3	92.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	65,392
<b>Revenue</b>	566,768
Appropriation	546,217
Sale of Goods and Services	2,911
Grants and contributions	17,300
Investment income	340
<b>Expenses</b>	-564,605
Employee related	-493,583
Operating expenses	-71,022
<b>Surplus / deficit for the year</b>	2,163

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	45,589
Equity - Aboriginal	742
Equity - Socio-economic	15,113
Equity - Language	0
Equity - Disability	29,734
<b>Base Total</b>	479,646
Base - Per Capita	8,916
Base - Location	5,952
Base - Other	464,778
<b>Other Total</b>	15,119
<b>Grand Total</b>	540,354

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.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Tarago Public School values opinions and ideas from parents, students and teachers. Responses are positive and both the parents and teachers value student well being. P & C meetings are held monthly and are used as a platform for collaboration and planning. Parent and community attendance has grown and members are eager to assist the school in obtaining teaching and learning resources and subsidising bus travel for all families. The P & C is active in being present at community events and fundraising. Students share their satisfaction of attending Tarago Public School in a variety of ways such as small group focus and student surveys. This year some senior students attended the Anti Bullying Summit and designed new school rules and values to be implemented in 2020 with a focus on anti-bullying strategies and peer support lessons.

### *Where to next-*

As a newly appointed substantive Principal was appointed toward the end of 2019, it has been determined that in 2020, our school will focus a greater emphasis on genuine feedback from its' Parental community and implement student-voice forums. We will engage in the NSW DoE initiative, *Tell Them From Me* to ascertain further feedback in whats working well at our school and the areas for further consolidation.

## 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.