

Tirranna Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Tirranna 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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School background

School vision statement

Tirranna Public School endeavours to provide our students with a learning environment that is safe and nurturing, where learners can flourish and grow as respectful and responsible citizens and learners.

We value providing opportunities for student leadership and building a culture of student ownership of learning. We aim to provide students with a diverse range of engaging learning opportunities that are differentiated across K to 6 to maximise student learning outcomes each and every day. We value ensuring that we know students and where they are with their learning, and endeavour to put in place individualised learning to meet these needs.

We target essential learning across all KLAs whilst supporting students to develop essential skills for lifelong learning and future success. We value each and every member of our whole school community and actively work to build strong and effective partnerships.

School context

Tirranna Public School is a small, well-resourced K–6 school that is located 7 minutes outside Goulburn.

The school is strongly supported by the local community and has a recent history of growth. The school is a member of the Goulburn Community of Public Schools (GCoPS). Our school works closely with the other small schools in the Tablelands Rural Education Community (TREC) small school network.

It is a school that is an important part of the local community and is part of a long community history. In 2019, Tirranna Public School will celebrate its 150th year.

In 2019 20 K–6 children from 13 families attended Tirranna Public School.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all students.

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>

Strategic Direction 1

Quality Teaching and Learning

Purpose

Tirranna Public School aims to achieve the goal of implementing 'Quality teaching and learning' school-wide by actively building and sustaining a student-centred learning environment and individualised learning opportunities. We aim to adopt a two-tier approach to achieving this Strategic Direction, by:

1. Establishing positive whole school culture:

We aim to do this by building and sustaining a learning environment that is focused on nurturing the well-being and welfare of each child. We will provide a learning environment where students feel safe and are confident to participate and engage with school opportunities. This will allow learners to feel happy at school and are then more likely to feel successful.

2. Being committed to continuously improving and individualising teaching and learning opportunities for students:

We aim to improve our teacher knowledge of each student using data from a variety of sources, including from meaningful assessments, so we can provide a more individualised learning program for each student. This involves raising the awareness with students and parents about a student's development and progress in learning. We aim to have teaching staff access professional learning that allows them to implement valuable and effective teaching and learning programs.

Improvement Measures

Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes and the Literacy and Numeracy Learning Progressions indicators.

The school communicates with and consults with the learning community about student progress and learning growth, individualised goal setting in English and maths and about whole school strategic goals, and the community engages with this. The school will use data to evaluate impact and effectiveness..

Teachers are supporting students to achieve their individual learning goals in English and maths.

Students feel valued, nurtured and cared for while at school. Student survey data, attendance data and PBL engagement data will be used to evaluate this.

Progress towards achieving improvement measures

Process 1: Learning Culture

- Implement wellbeing programs that support the social, emotional and cognitive development of students.
- Identify ways to make our school learning spaces engaging, creative and optimal for student-centred learning.
- Embed student-centred, hands-on teaching and learning pedagogy that deeply engages our learners and optimises learning growth.

Evaluation	Funds Expended (Resources)
<p>In 2019 our school identified the need to improve and upgrade our learning spaces and grounds so that these were engaging, functional and welcoming for our students, staff and community. Our library/K-2 classroom received significant upgrades with new library shelving throughout, new classroom storage was purchased and the re-organisation of this space ensured that our K-2 teacher could use the space flexibly to lead whole class learning, small group learning and independent learning. This space is now fully functional both as a K-2 classroom and as a library. Our students, staff and community have been very positive about the improvements in this space.</p> <p>Our main classroom space was fitted with new shelving, flexible seating options and a new whiteboard was installed to replace the previous whiteboard. Portable outdoor chairs in our school colours were purchased for</p>	<p>Improvements to learning spaces and grounds \$1,782</p> <p>Improvements to school grounds \$5,163</p>

Progress towards achieving improvement measures

our outdoor learning space. This was fitted with a whiteboard for outdoor learning. In 2019 students used this space for small group break out learning and school assemblies were held in this space. The outdoor whiteboard allowed our students to lead maths and science talks during our end of term assembly.

Significant planning and preparations went into holding our successful 150th School Celebration in 2019. We allocated significant funds to the maintenance and upgrade of our school grounds. Our P and C provided financial support and held a well-attended working bee.

In 2019 our whole school learning culture continued to be underpinned by our strong PBL program. Prioritising student voice, we involved our students in designing our 2019 approach to PBL. Students contributed to our PBL matrix of values and designed the rewards and incentives. Our Pebble reward system resulted in three successful whole school rewards. Our school introduced using Class Dojos to reinforce our PBL values and How2Learn skills. Our students led three wellbeing initiatives, our Wellbeing Warrior program, weekly Student Leader Initiatives and the introduction of a Feelings Box to further create communication channels between students and teachers. These programs have been successful. In 2019 we had students achieve 100 Revs, our highest PBL level. Students, staff and school visitors were acknowledged each week by our Wellbeing Warriors for demonstrating attributes that supported positive whole school culture at Tirranna Public School. Our Feelings Box was used at least once per day by students, supporting an increase in supportive conversations between students and teachers. Some of our families have reported encouraging their children to use the Feelings Box to communicate with their teacher. We introduced the Above The Line Thinking strategy as a self-reflective tool for students, which had the positive outcome of students being able to use this tool to guide their response during challenges.

In 2020 our school will be applying for community grants to replace storm-damaged shade sails and will be improving the grounds at the front of the school to include a hedge, creative play spaces, a paved chess board and a native bush garden. We will build on our current wellbeing programs by commencing the Smiling Minds Program.

Process 2: Clear Expectations for Learning

- Teachers will use whole school scope and sequences and content indicators to plan and implement explicit curriculum.
- Teachers will use How2Learn skills and strategies across all KLAs to promote improved student awareness of learning expectations and how to be successful.
- Students will be supported to set personal learning goals, to give and receive feedback for improvement and to use success criteria to guide and evaluate their learning growth

Evaluation	Funds Expended (Resources)
<p>In 2019 our school continued to use Stage tracking documents and a school-wide mathematics scope and sequence to guide teaching and learning programs in mathematics. Students worked alongside their teachers to track their progress in mathematics and set learning goals as a result. Teachers in our school share classes and this planning system improved the consistency of school-wide programming. Our school is now in its second year of our seven year scope and sequence cycle.</p> <p>In 2019 our teachers continued to strengthen how we make learning expectations clear for our students. Our teachers are now frequently using Success Criteria with students to help our students to understand the learning expectations and to self-monitor their progress. Our teachers are now frequently creating opportunities for students to give and receive Feedback during learning. As a result, goal setting and adjustments to learning at the point of need are now occurring more frequently. At the conclusion of 2019 we collected and reviewed student work samples,</p>	<p>Lesson Study Professional Learning costs \$2,540</p> <p>TREC learning community professional learning \$1,016</p>

Progress towards achieving improvement measures

teaching programs and the forms of assessment data teachers collected throughout 2019. We compared this with our 2018 practices. We identified that teachers and students are now readily using Success Criteria and Feedback Exchanges to continuously make adjustments during learning so students keep improving.

Teachers led explicit learning about our How2Learn Language of Learning tools for success. This occurred in classroom settings and teachers also found that these tools were useful when supporting students during wellbeing conversations. In 2019 we explicitly introduced: Success Criteria, Feedback, The Power of Yet, The Learning Pit, The Power of Perseverance and High Expectations. We used student observations and student anecdotes to evaluate the impact of introducing the How2Learn Language of Learning. We identified that students were readily referencing these tools during peer conversations and when speaking with their teachers, and this facilitated highly responsive teaching.

In 2020 we will continue to use these How2Learn practices in our classrooms. We will continue to track the impact of our practice using lesson observations, student work samples and student survey data.

Process 3: Assessment

- Establish a culture of using continuous assessment practices to pre-assess and post-assess student knowledge and skills, monitor learning growth and achievement, identify gaps in student learning and whole school trends.
- Establish whole school practices for collecting informative student learning data and using this to inform teaching and learning programs that target the individual needs of all students.
- Establish individualised and differentiated teaching and learning pedagogy school wide, including using data to inform the implementation of targeted learning groups.

Evaluation

Funds Expended (Resources)

In 2019 our teachers continued to use tracking indicators to monitor learning growth for each student and established learning portfolios for collating student assessments data. Students K–6 worked alongside their teachers to self-track and evaluate their own growth against pre- and post-test data. In our school we chose writing and mathematics as areas to focus on with this self-assessment strategy. This facilitated regular feedback and goal setting practices.

Our Learning Support data in writing, spelling and reading was reviewed closely. Six students K–6 were identified as candidates to participate in Learning Support Lipi sessions. Fourteen students participated in extension writing group sessions. Differentiated groupings occurred daily in spelling, reading and mathematics, with all students K–6 grouped by need not grade. Our teachers were committed to improving their use of technology to collect student growth data across all key learning areas. All student growth data was shared and collated in our Google Shared Drive. Teachers found that using technology for continuous assessment improved our data collection and handling practices and also greatly improved our ability to review and analyse this data to plan our teaching and learning programs. Our teachers felt that using technology increased the frequency and quality of their assessment of students, improved their ability to give timely feedback to students and that these practices significantly supported our reporting processes. This initiative was successful in improving the efficiency and effectiveness of our teachers. Our student data shows that all students have improved throughout 2019.

In 2020 all assessment and data collection practices will directly align with specific indicators as per our scope and sequence documents and assessment schedule. Teachers will continue to use technology for data collection and will use a variety of flexible and responsive continuous assessment strategies to support the ongoing learning of their students.

Purchase of literacy and numeracy resources \$2,432

Purchase of iPads for teachers \$1,000

Process 4: Learning and Development

- Teachers will engage in How2Learn PL and the school will have a scaffolded and planned approach to implementing this in their teaching.

Evaluation	Funds Expended (Resources)
<p>In 2019 as part of our ongoing How2Learn professional learning, Lesson Study was undertaken with teaching staff. Our focus was on improving continuous assessment practices so that at our school 'assessment is used flexibly and responsively as an integral part of daily classroom instruction' (SEF). Formative Assessment practices are now known to all staff and Formative Assessment strategies are being predominately used in English when students are writing and in all aspects of mathematics. In line with 'The funnel of professional learning transference' we have moved through the stages of 1. Being introduced to a highly effective new practice 2. Investigating and receiving training in the new practice and are now at 3. Trial the new practice. We are currently trialing the practice.</p> <p>Our Lesson Study collaboration took place during scheduled professional learning sessions and staff meetings and was led by our school's relieving principal. Our Formative Assessment practices were shared with the BEN Educational Community. At the conclusion of 2019 we used student learning data, our whole school self-assessment of practice survey and meeting minutes to determine that we are still in the process of fully embedding Formative Assessment school-wide. We noted specific improvements in our practice, noting that we are now using Formative Assessment strategies daily to create opportunities to clarify student understanding and that we are regularly making adjustments to our teaching so that we are responding to student need.</p> <p>In 2020 our teachers will continue to embed Formative Assessment practices and we will expand our practice to include all Key Learning Areas. We will improve the frequency of using these strategies by increasing our use of technology to collect student learning data. We will continue to use Lesson Study to support our professional learning. Our school aims to excel in being responsive and flexible in differentiating our teaching and learning to meet the learning needs of all students. By the conclusion of 2020 we aim to be expertly using Formative Assessment school wide and we will be able to lead others within our educational community to embed using Formative Assessment practices. We will use student learning data and whole school self-assessment of practice data to measure the impact of our change in practice.</p>	<p>These initiatives were incorporated with other professional learning initiatives:</p> <p>Lesson Study Professional Learning costs \$2,540</p> <p>TREC How2Learn professional learning \$1,016</p>

Strategic Direction 2

Effective Community Networks.

Purpose

Tirranna Public School aims to create collaborative community networks for students staff and families. This will involve working within the TREC, GCops and wider Tirranna Public School and DoE learning networks, to establish a culture of rich and meaningful collaboration. These partnerships will strengthen our collective capacity and ability to provide students with a diverse and relevant range of learning experiences and opportunities that support the social, emotional and cognitive well-being of students.

Improvement Measures

An increased number of valuable opportunities for students through collaboration with learning networks.

Extra-curricula learning activities and learning programs across TREC. and GCoPS result in high student engagement.

Increased student/parent satisfaction with school and network initiatives. This will be measured through student and parent surveys.

Progress towards achieving improvement measures

Process 1: Whole Child Development

- Provide a diverse range of relevant and needs-based curricular, co-curricular and enrichment opportunities to support the social, emotional and cognitive wellbeing of students.
- Engage students in shared learning programs and experiences across the TREC and GCops Learning Networks.

Evaluation	Funds Expended (Resources)
<p>In 2019 students in our school demonstrated specific interests and strengths in aspects of athletics. Our school used external provider Limb Active to run an 8 week athletics program with all students K–6. Five students received additional targeted coaching sessions. 1 student received additional training in discus and shot putt. 4 students received additional team training to prepare for the 4 x 100m relay. These students competed successfully at the Zone, Regional and State carnivals. Our school received a Sporting Schools grant. External providers were sourced to lead tennis lessons and gymnastics lessons.</p> <p>Our school ensures quality teaching in music. Our school received contributions from our school P and C for music lessons delivered by the Hume Conservatorium of Music. Two students also participated in private music lessons, in guitar and in piano. In 2019 our students participated in learning that involved drumming, singing and playing the ukulele. The majority of Year 3 to 6 students chose to participate in the GCoPs concert series and performed a school item that involved an ensemble of singing, drumming and ukulele. Students performed at our 150th Celebration and at our end of year assembly.</p> <p>Our school holds an annual Art Show. In 2019 students made art works on the theme past, present and future and these were successfully exhibited at our 150th Celebration and were well received.</p> <p>Our school combined with Wollondilly PS to participate in a Cyber Safety session. Our school held a public speaking event for K–6 and all students participated in this and our Year 5 and 6 students attended GRIP Leadership.</p> <p>In 2019 our student satisfaction survey data indicated that students were engaged by the learning opportunities we provided. Students were given the opportunity to suggest changes to our current program of school curricular, co-curricular and enrichment activities. Data indicated that the range of</p>	<p>School curricular, co-curricular and enrichment opportunities \$7,842.69 (our families and P and C contributed funds towards school programs)</p>

Progress towards achieving improvement measures

opportunities was satisfactory and that they particularly enjoyed having athletics coaching and particularly enjoying being part of the GCoPs choir. Students indicated that they liked learning new things from our excursions.

In 2020 we will commence using Individual Education Plans to better understand the interests and learning needs of our students. This will strengthen our ability to design school programs and activities that cater to the specific needs of our students.

Process 2: Collaboration

- Engage students, staff and families in regular and planned collaboration to support building and maintaining strong partnerships and capacity building across Learning Networks.
- Students collaborate across the TREC learning community to develop peer networks. Regular and planned opportunities are provided to reinforce these peer networks at sporting events, excursions, education events, student leadership opportunities, cultural days and end of year celebrations.

Evaluation	Funds Expended (Resources)
<p>In 2019 teachers participated in How2Learn professional learning with the TREC Learning Network. The focus of this professional learning was Feedback. This learning further supported our school's professional learning focus on Formative Assessment. Teachers found this engaging and were able to use their learning to implement new strategies within their classrooms.</p> <p>The TREC Learning Network combined with other Small School Learning Networks to attend the Berry Sport and Recreation camp for five days and Tirranna Public School hosted the end of year TREC celebration. These opportunities gave our students rich opportunities to build friendships and peer networks with students from other small schools. Students indicated that these opportunities were highly enjoyable and memorable.</p> <p>Our school participated in activities with the TREC Small Schools Network. We combined with Tarago PS, Windellama PS, Breadalbane PS and Collector PS to undertake all yearly sporting carnivals, including swimming, athletics and cross country. Our schools combined to participate in a Touch Football Gala Day, the Premier's Spelling Bee and Tirranna Public School led a debating enrichment workshop for TREC students. Students attended a TREC space incursion. Data indicated that students enjoyed collaborating across the TREC Learning Network.</p> <p>In 2020 our school is hoping to coordinate a TREC overnight excursion to Canberra to further promote collaboration and building inter-school friendships.</p>	<p>TREC How2Learn professional learning \$1,016</p>

Process 3: Educational Leadership

- School leadership will maintain a strong commitment to providing opportunities for staff from across the Learning Networks to collaborate and build collective capacity. This collaboration will be meaningful and enriching for staff, and will be scheduled and prioritised.

Evaluation	Funds Expended (Resources)
<p>School leadership planned and delivered effective professional learning for teachers on Formative Assessment. Teachers collaborated during Lesson Study to grow their understanding of Formative Assessment and throughout 2019 trialled new practices in their classrooms. Data handling practices were supported by the purchase of iPads for teachers. School leadership supported teachers to be innovative in the way they assess and collect student learning data. This professional learning significantly strengthened the practices of our teaching team. This learning is ongoing and will continue throughout 2020.</p> <p>School leadership supported staff to achieve their PDP goals in 2019 by</p>	<p>Lesson Study Professional Learning costs \$2,540</p> <p>TREC How2Learn professional learning \$1,016</p> <p>Purchase of literacy and numeracy resources \$2,432</p> <p>Purchase of iPads for teachers \$1,000</p>

Progress towards achieving improvement measures

providing specific professional learning opportunities. Our Learning Support teacher collaborated significantly with the School Services team to gain further experience in undertaking their LST role. Our library teacher attended the annual library conference which created networking opportunities and provided valuable learning opportunities. Our school's School Administration Manager led valuable professional learning for our SASS team.

School leadership established learning partnerships with the Goulburn Learning Network and worked significantly with the Bong Bong Executive Network on a variety of significant leadership projects.

In 2020 school leadership will continue to strengthen our school's learning partnerships with other schools. Instructional Leader support will be sourced to strengthen our literacy programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 690.00) 	<p>In 2019 our school collated all equity loadings to employ an additional classroom teacher (0.6 FTE). With the employment of this additional classroom teacher our school was able to run a two class model ensuring that the individual needs (Learning Support and High Potential) of our students were catered for and that effective classroom practices were employed in a smaller class setting allowing for greater individualised instruction.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$14 515.00) 	<p>For low level adjustment for disability our school received a teacher allocation of 0.1 (\$10,672– half a day a week). Additionally we received a small amount of Flexible Funding in this area (\$3844).</p> <p>In 2019 our school collated all equity loadings to employ an additional classroom teacher (0.6 FTE). With the employment of this additional classroom teacher our school was able to run a two class model ensuring that the individual needs (Learning Support and High Potential) of our students were catered for and that effective classroom practices were employed in a smaller class setting allowing for greater individualised instruction.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 988.00) 	<p>In Quality Teaching Successful Students funding our school utilised these funds to release the teaching principal, ensuring that she had adequate time to be available for our school community as well as managing the complex role of a Teaching Principal with both classroom teaching responsibilities and the overall administration of our small school.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$7 915.00) 	<p>In 2019 our school collated all equity loadings to employ an additional classroom teacher (0.6 FTE). With the employment of this additional classroom teacher our school was able to run a two class model ensuring that the individual needs (Learning Support and High Potential) of our students were catered for and that effective classroom practices were employed in a smaller class setting allowing for greater individualised instruction.</p> <p>Through this funding our school assisted families with the ongoing cost of schooling; we supported families with the purchasing uniforms, attending camps and extra–curricular opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	6	13	8
Girls	6	6	11	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	92.5	89.5	85.9
1	100	100	89.7	86.5
2	100	89.2	90.8	92.7
3	90.8	100	74.5	93.7
4	93.3	91.4	93.4	69.5
5	87.1	88.6	89.1	90.1
6	93.9		88.2	96.1
All Years	93.7	92	87.7	88.8
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		92.5	92.1
All Years	94	94	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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*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	54,242
Revenue	348,310
Appropriation	328,469
Sale of Goods and Services	135
Grants and contributions	19,310
Investment income	396
Expenses	-358,782
Employee related	-308,707
Operating expenses	-50,075
Surplus / deficit for the year	-10,472

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	29,121
Equity - Aboriginal	6,690
Equity - Socio-economic	7,915
Equity - Language	0
Equity - Disability	14,515
Base Total	296,412
Base - Per Capita	5,631
Base - Location	1,296
Base - Other	289,485
Other Total	18,768
Grand Total	344,301

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 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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the community.

This year our school sought feedback through both formal (P and C Meetings) and informal discussion. As a Small School, these informal discussions are of paramount importance in the smooth running and efficiency of our school. Day to day conversations occur where minor issues, questions or queries can be addressed quickly and positively.

Parents at TPS are valued as partners in learning. Parents are encouraged to regularly come into the school, an example of this was our massive 150th Celebration where previous staff, students and principals attended to celebrate Teaching and Learning at our wonderful Small School. An atmosphere of collaboration exists at our school. At our school communication practices to ensure parents are duly kept up to date is vital, particularly being a small school. We use face-to-face, regular meetings as well as phone calls, the fortnightly newsletter, email, school website and our SkoolBag App to communicate with our families.

Our school staff contribute to maintaining a positive workplace culture. Our SASS and teaching teams feel supported and heard. We have systems in place for acknowledging whole school success and the success of individuals. Our school staff are supported to be aspirational. Our staff are committed to continuous improvement of practice, which is evident in our strong collaborative practices.

The Tell Them From Me Survey was undertaken in 2019. Our students feel that their teachers value and appreciate them. Survey data indicated that students were happy at school and enjoyed attending school each day. In a school-based survey, students indicated that they enjoy our school programs.

Being a small school of only 20 students, parents select to enrol their children at Tirranna Public School as they are confident that within our small context students' individual needs and learning adjustments can be best catered for.

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.