

# Tangara School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### 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

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

## 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.

#### Improvement Measures

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.

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.

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.

#### Progress towards achieving improvement measures

**Process 1:** The **development of shared resources, planning and programs across the school** in creative, project-based learning, will support a consistent approach to pedagogy across the school. Staff will demonstrate high expectations and assess the achievements of every student, every day.

Evaluation	Funds Expended (Resources)
All students have negotiated and visible learning goals that they are working towards. Teacher are collecting their data from their observations, class assessments and the use of the LAP and MAP assessment tools. All teachers have developed systematic and consistent assessment strategies including the use of Formative Assessment, teacher peer observation and presentation of work samples for discussion with the Assistant Principal. The Assistant Principal has also been supporting staff in the role of Instructional Leader one day a week. Data is collected and displayed on the wall of the Principal's office to remind us to keep focused on our learning goals for all students and to have high expectations for all.	Transfer of 0.2 Librarian position to an 0.2 Instructional Leader position using the Assistant Principal removed from face to face for the additional day.

**Process 2:** The Literacy and Numeracy Team, will develop **common assessment** frameworks, support all staff in trialling new lessons and encourage collaboration. A new reporting template will be designed and all communication methods to families will be reviewed.

Evaluation	Funds Expended (Resources)
An assessment tool has been created for both Literacy and Numeracy (LAP and LAP) with the tactile resources needed to assess learning at this level included and a kit has been allocated to each class across the school. The Assistant Principal supported teachers and non-teaching staff in their use and administration of the tests and data was collected about each student across the school. Data was then mapped onto the continuum 'Drop down boxes' with a different colour used every semester to indicate a new assessment period. Formal assessment periods have been designated as Week 3, Term 2 and 4.	Maths resources \$3881.72  Literacy resources \$3751.22
A new reporting template has been set up to effectively communicate the student's experience of the school year in the relevant KLA's. Teachers describe the curriculum covered and each student's favourite activities and levels of engagement over the semester. Teacher are also expected to	

### Progress towards achieving improvement measures

identify whether students' have attained their specific learning goals, and what they recommend the learning goals should be for the next school year.

**Process 3: Professional development** opportunities during the year will focus on current research and developing a deeper, shared understanding of quality teaching in literacy and numeracy. Utilising technology better will develop and extend our collaboration and sharing of programming across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Tangara teachers are becoming more adept at utilising the GSuite, however more work needs to be done on building skills with technology. This year we have had too much difficulty in establishing effective server access or wifi that actually works so the accumulation of hardware has not been targeted.	Teacher release and Professional Learning opportunities \$3365

### Next Steps

So far we have spent \$7632.94 on resources to support this SD and \$3365 on teacher release time.

## 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.

#### Improvement Measures

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.

Evidence of incorporation of the expertise of allied health professionals will be evident in Personalised Learning Programs, class programs and daily lessons.

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.

Students will show an increase in engagement with their learning through participation in inquiry-based learning projects that will be displayed throughout the school.

#### Progress towards achieving improvement measures

**Process 1: Professional Learning** opportunities for all staff in pedagogy connected to innovative thinking within classrooms.

Evaluation	Funds Expended (Resources)
<p>In 2019 our focus has been on adopting flexible learning spaces for our classrooms with new furniture and a more flexible approach to team teaching, teacher peer observations and demonstration lessons from the Assistant Principal in her role of Instructional Leader.</p> <p>All classrooms are now reflective of flexible learning spaces that can be shifted and adapted for different types of learning opportunities. The teachers are finding creative ways to encourage group work and push higher expectations of learning through better engagement.</p>	<p>Teacher release and the Instructional leadership day.</p>

**Process 2:** Establishment of **outdoors infrastructure**, for example, new playground and new outdoor classroom, removal of some of the concrete to be replaced by artificial turf and more purposeful outdoor spaces.

Evaluation	Funds Expended (Resources)
<p>In 2019, we have completed the re-design of our playground incorporating a large bike track, sand pit and the beginnings of a Kitchen Garden.</p> <p>We have constructed outdoor learning spaces for students to explore and engage with their environments. We are building a large climbing frame to encourage physical literacy through pulling and pushing across the midline.</p> <p>We have managed to establish a warm and beneficial working relationship with our local Bunnings store where we have been given plants and planter boxes appropriate for our students in wheelchairs to be able to engage with growing. The drought is causing major issues with watering and the loss of plants, but we intend to persevere in this next year.</p>	<p>\$21,242 for refurbishment of playground and outdoor learning spaces.</p>

**Process 3:** Specialists, e.g., Occupational Therapists, Physiotherapists and Speech Therapists will **inform teachers planning and programming** of daily routines and facilitate development of a physical sense of self in students.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Rather than commence a program of Speech intervention, we have instead focused on Introspection with the construction and use of the Sensory Space. This has provided specific intervention for students with specific sensory needs that are offered opportunities to be squashed through a press, throw themselves onto their back, watch lights dance and listen to sounds.	<p>\$28,398 for the construction and re-fit of the Sensory Shed.</p> <p>\$2000 for equipment and sensory tools.</p>

## Next Steps

Throughout 2019 we have spent approximately \$59000 on the classrooms, the Sensory Space project refurbishment and resources and the playground. This was mainly due to the overhang of the Playground project that we had to wait 18 months for completion.



## Strategic Direction 3

### Wellbeing

#### Purpose

Using a foundation of understanding the sensory needs of students, developing strategies and resources to meet those needs, we will build wellbeing through a culture of understanding and expertise. We will encourage and facilitate student voice through more visible ways of learning and collaboration and develop social capacity through targeted playground programs and support.

#### Improvement Measures

All students will participate in the Sensory Space program 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.

All program planning is inclusive of daily movement activities which considers all students' needs to ensure equitable access to the activities.

Tangara High School Students will create, perform or volunteer their time to 'give back' to a local community group or facility.

Tangara School will adopt and promote Positive Behaviour for Learning and a culture of celebrating strengths and positive choices.

Programs will be written that demonstrate incorporation of the Five Ways to Wellbeing into class learning experiences.

#### Progress towards achieving improvement measures

**Process 1:** Professional Learning will be made available to staff in healthy living strategies, Managing Actual and Potential Aggression (MAPA), and Positive Behaviour for Learning (PBL) and engaging with the Five Ways to Wellbeing.

Evaluation	Funds Expended (Resources)
Professional Learning has been made available to staff in Managing Actual and Potential Aggression (MAPA). With so much planned for 2019, we had to let the PBL training go for a little while. Our focus instead has been on interoception and meeting the sensory needs of our students to allow them their best chance at engaging in learning.	Professional Learning and consultancy , with resources for Sensory Space \$11250

**Process 2:** A service framework will be adopted across the school with opportunities for Allied Health Providers, Non-Government Organisations, National Disability Insurance Scheme coordinators and Health providers to work collaboratively with the school community to improve the wellbeing of all. This will primarily involve after school learning opportunities and community information meetings.

Evaluation	Funds Expended (Resources)
AS part of our work with the OT, we have built a 'work crew' program that has allowed students who are close to leaving the school to engage in a gardening program to build a kitchen garden into the sensory garden. This is giving the students a sense of responsibility and independence as they are making choices and working together as a team to build something concrete.	\$2000, for equipment and additional SLSO hours to supervise the workcrew.

**Process 3:** Development of a scope and sequece that will overlay each of the five ways of wellbeing each term with an opportunity for students to drive one aspect.

Evaluation	Funds Expended (Resources)
We have shifted out focus to Introspection and sensory needs, rather than adding the 5 ways to wellbeing.	LINK and transitoin to work funding

## Next Steps

Our Wellbeing project has begun with Professional Learning by a collaborating Occupational Therapist in the local area. We have decided on using the ALERT program for 2020 to help to teach students to be self-aware of their emotional and sensory needs in order that they are engaged learners. We have spent about \$5000 so far on Kelly's time and expertise. Kelly has also set up circuits of the Sensory Space so that staff and students can become accustomed to the equipment and exercises that can 'rev up' or 'cool down' students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>approximately \$2000 for Auntie Wendy's time and resources.</p> <p>Approximately \$3000 for the staff to be replaced for '8 Ways' training.</p>	Into 2020 we have a larger percentage of students and a more cohesive, across the school plan needs to be generated that will allow our school to become more culturally safe and inclusive.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$9604 spent on additional staffing	Any additional staffing is always appreciated and used.
<b>Socio-economic background</b>	\$40,581	The impact on student learning is small but significant. Allowing the classroom SLSO's to participate in a team approach to learning activities developed a stronger sense of ownership in the goals and directions of the school.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	18	18	17
Girls	9	12	14	12

### 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
Assistant Principal(s)	1
Classroom Teacher(s)	4.68
Teacher Librarian	0.2
School Administration and Support Staff	6.61

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	183,990
<b>Revenue</b>	1,645,776
Appropriation	1,596,547
Grants and contributions	48,572
Investment income	657
<b>Expenses</b>	-1,569,021
Employee related	-1,405,275
Operating expenses	-163,746
<b>Surplus / deficit for the year</b>	76,755

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>	958,541
<b>Equity Total</b>	43,468
Equity - Aboriginal	2,888
Equity - Socio-economic	40,581
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	417,207
Base - Per Capita	15,697
Base - Location	1,803
Base - Other	399,706
<b>Other Total</b>	54,267
<b>Grand Total</b>	1,473,483

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.

## Parent/caregiver, student, teacher satisfaction

### Survey results 2019

Parent survey (14 responses)

1. Preferred mode of communication: Class Dojo – 10 responses; Facebook, 4 responses; School email, 2 responses; communicatoin book, 2 responses
2. Would you like to learn key word signing with us? "yes" – 12 responses, "no" – 2 responses

3 A) Would you like more opportunities to be a part of our school community? "yes" – 12 responses; "no" – 1 response

B) If you answered yes, what would you most enjoy?

School Assembly – 3 responses

P&C – 5 responses

Open Classrooms – 9 responses

Morning tea/Social group – 9 responses

4) Is there anything else you would like to see changed at Tangara School?

"Seminars for parents i.e. Makaton, self-managing NDIS et"

"Not to have 2 canteen days each week, and go back to shopping&hellip;"

"Everything is great"

"Happy so far"

"I think you're all doing a great job—so not really!"

"I think Tangara is a great school, so thankful that J—— attends school there. Big congrats to all the staff"

"No, loving it all".



# 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.