

# 2020 Annual Report

## Tacoma Public School



3147

# Introduction

The Annual Report for 2020 is provided to the community of Tacoma 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

---

Tacoma Public School

Hillcrest Ave

Tacoma, 2259

[www.tacoma-p.schools.nsw.edu.au](http://www.tacoma-p.schools.nsw.edu.au)

[tacoma-p.school@det.nsw.edu.au](mailto:tacoma-p.school@det.nsw.edu.au)

4353 1154

## School vision

Tacoma Public School is committed to creating leaders one happy spirit at a time; working together as a whole school community to learn, connect, succeed and thrive.

## School context

Tacoma Public School is located on the Central Coast of New South Wales. It is situated in a semi rural setting above the northern bank of the Wyong River where it opens onto Tuggerah Lake. The school pays respect and acknowledges that it is on Darkinjung land. The current enrolment is 215 students with 11% acknowledging Aboriginality and 12% English as an Additional Language (EALD). 33% of students have a diagnosed or undiagnosed disability according to the Nationally Consistent Collection of Data (NCCD). There are 11 teaching staff, ranging from new graduates to very experienced staff, with ancillary and school learning support officers working as a team to maximise educational outcomes for all students.

Tacoma Public School receives School Based Allocation Resource funds for socio-economic and Aboriginal backgrounds, English language proficiency and low level adjustment for disability. In addition to this the school receives integration funding support, initiative funding for literacy and numeracy, professional learning and beginning teacher support. Utilising the additional funding, Tacoma Public School implements a number of research based literacy and numeracy programs and student well-being initiatives and ensures the school is equipped with future-focused learning opportunities.

Although a relatively small school, Tacoma Public School offers a wide range of extracurricular activities for students. Key initiatives include: The Green Team; Junior and Senior Dance groups; Gudi Bargan Choir; The Premiers Reading Challenge; Public Speaking; Spelling Bee; and Chess club.

Tacoma Public School has strong alliances with the Wyong and Wadalba Learning Communities and the Ngara Aboriginal Education Consultative Group (AECG). The school P&C works in conjunction with the school to enhance the learning opportunities for all students. It actively supports existing programs, in addition to running the school canteen, breakfast club and uniform shop.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Connect

### Purpose

To deepen authentic community connections and support the wellbeing of all students so they can connect, succeed and thrive.

School Excellence Framework links:

Learning - Learning Culture, Wellbeing

Leading - Educational Leadership, School Resources, Management Practices and Processes

### Improvement Measures

TTFM Student survey in the areas of Students with a Positive Sense of Belonging will meet or exceed state norm (Baseline 2017 TTFM; school 69%, state norm 81%).

TTFM Year 6 Student survey in the areas of Students: with Positive Relationships; that Value Schooling Outcomes; and that are Interested and Motivated will meet or exceed state norm (Baseline 2017 TTFM; School 70%, 91% and 68%, state norm 85%, 96% and 78% respectively).

Greater than 90% of Parents/Carers surveyed in the phone survey report communication, collaboration, support for child and support for parent is very high. (Baseline data 2017 84%, high and high respectively).

School based K-3 student survey in the areas of Students with Positive Relationships, Students that Value Schooling Outcomes and Students that are Interested and Motivated will increase to and maintain above 90% (Baseline 2017 School survey 84%, 89%, 97% respectively).

### Progress towards achieving improvement measures

**Process 1:** Implement and embed an innovative, evidence based approach to wellbeing in which students and staff can connect, succeed and thrive. Strengthen staff, student and parent understanding of the school wellbeing practices.

Evaluation	Funds Expended (Resources)
We achieved implementation of Positive Expectations Framework (PEF) as a whole school behaviour system. This system has shown promising signs of success and will continue to be a core focus of our wellbeing approach. Our school remains a highly connected to culture, a place to learn with significant improvements to Aboriginal Education across the K-6 school.	Teacher Resources for Cultural Days Resources for Rewards System <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$23753.00)</li> <li>Socio-economic background (\$500.00)</li> </ul>

**Process 2:** Establish a school-wide collective responsibility for student learning and success, which is shared by parents and students. Deep knowledge, understanding and respect for the diversity of cultures within our community is evident.

Evaluation	Funds Expended (Resources)
The Aboriginal Action Team ensured Aboriginal and Torres Strait Islander perspectives are across our whole school, in every classroom and setting and all teachers take responsibility for Aboriginal and Torres Strait Islander history, people, culture and languages are taught to every student. There was also a focus on every Aboriginal student to track growth and leadership through PLPs for 100% of Aboriginal and Torres Strait Islander students and	Aboriginal Cultural Teacher SLSOs LS teacher

## Progress towards achieving improvement measures

deep connection with families. The Aboriginal Action Team provides activities and experience to enrich the school community's understanding of Aboriginal and Torres Strait Islander culture, people, language and histories. 2020 was the first year that every classroom teacher had responsibility for running cultural activities for NAIDOC week. 100% of teacher feedback was that they liked being an actual part of the learning in the day and sharing the Aboriginal and Torres Strait Island culture with our students.

A strong Learning Support Team has successfully supported students across the school, both academically and behaviourally. Just over \$400K has been gained to support our students with additional needs with the school employing 13 SLSOs. This has allowed us to also provide 1:1 support in the playground for some students experiencing social difficulties as well as small social group activities. SLSOs are in every classroom and support both the student and their peers in small group learning experiences following teacher developed PLSPs.

### Funding Sources:

- Aboriginal background loading (\$23094.00)
- Low level adjustment for disability (\$107436.00)
- Integration funding support (\$400000.00)

## Next Steps

- LST continues to effectively identify and diagnose students needing support in academic learning and social/emotional development and self-regulation.
- Aboriginal Action Team meets fortnightly to discuss Aboriginal students achievement and areas of need. Interventionists work with targeted Aboriginal students move middle band students to higher bands and ensure minimum growth in reading and mathematics.
- An AP interventionist runs a TPS 'Bump It Up' program with students in Stage 2 and 3 who are in the middle bands of NAPLAN.
- LST teacher will provide 1:1 support to teachers and SLSOs in classrooms with students with a diagnosed or undiagnosed disability to create meaningful and user-friendly PLSPs .
- PEF Team meetings to determine future directions, guided by Sentral data to determine sequence of lessons. Fortnightly PEF lessons are designed and distributed to all staff for explicit teaching of school behaviour expectations.
- An attendance team established to address our attendance percentages. A strategic approach will look at the data, investigate patterns and causes and planning/implementing action to address the issues found.

## Strategic Direction 2

Succeed

### Purpose

To create a stimulating and engaging environment underpinned by innovative teaching practices, utilising a differentiated curriculum that is flexible, relevant, reflective and dynamic.

School Excellence Framework links:

Learning - Assessment, Reporting, Student Performance Measures

Teaching - Data Skills and Use

Leading - Educational Leadership

### Improvement Measures

Increase the percentage of students in the top two bands in reading Year 3 from 44% to 54%, Year 5 from 30% to 40% and in Year 7 from 13% to 23% (Baseline NAPLAN 2017).

Increase the percentage of students in the top two bands in numeracy Year 3 from 30% to 40%, Year 5 from 43% to 53% and in Year 7 from 0% to 10% (Baseline NAPLAN 2017).

Aboriginal students match or exceed the broader population contributing towards 35% state target in the top two bands of reading and numeracy where statistically significant.

TTFM Teacher survey shows the school exceeding the state norm in the area of Data Informs Practice (TTFM 2016: school 7.8 state norm 7.8)

### Progress towards achieving improvement measures

**Process 1:** Implement and embed high quality, research based, literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Feedback from teachers has been 100% positive about the impact of an Instructional Leader on improving teacher pedagogy, as well as student outcomes across the K-2 school. The implementation of Consistency of Teacher Judgement in our whole school writing improvement program saw staff use 'Learning Sprints' with a focus on Sentence Structure and then Punctuation. Internal assessment data saw improvement for most students. 100% of teachers said their own knowledge was increased in a supportive and collegial environment.</p> <p>This year saw a focus on the What Works Best Strategies to improve individual teacher practice. We looked closely at learning intentions and small, explicit teaching/learning groups and goals for our students with additional learning and behavioural needs. A school template was created for K-6 teachers for reading and mathematics.</p> <p>Due to COVID, our PL sessions and Instructional Leader programs were significantly disrupted.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$2750.00)</li><li>• Literacy and numeracy (\$34456.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$37847.00)</li><li>• English language proficiency (\$7513.00)</li></ul>

**Process 2:** Establish protocols for data collection, analysis, storage and ways to monitor reflection in teaching practice.

Evaluation	Funds Expended (Resources)
<p>Best Start, PLAN, sight word, reading recovery levels and PAT test data indicates an overall improvement in students. However, some students are still significantly below grade expectation. Our Year 3 and Year 5 participated</p>	<p>PL</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

in the Department of Education Check In Assessments for Literacy and Numeracy that has triangulated internal data for these cohorts.

The focus on high quality literacy and numeracy teaching and assessment practices has been affected by COVID. NAPLAN being cancelled means we are also depending on internal data and have no state-wide standardised growth data. Our Instructional Leader worked predominantly in K-2 classrooms and made a positive difference to those students who had gaps in learning how to read and reading comprehension strategies from the Learning From Home period. We also saw excellent internal data in improving reading levels and sight word knowledge K- 4 with the employment of an interventionist.

A school wide live document has been established to track student assessment data and growth.

- Professional learning (\$4400.00)

**Process 3:** Further develop future focused, technology rich and innovative teaching programs that challenge students and encourage risk taking in their learning.

Evaluation	Funds Expended (Resources)
<p>All Stage 2 and 3 classrooms use Google Classroom as part of the teaching and learning program.</p> <p>AVID was delayed due to Covid-19 and a change in personnel in the AVID PL team.</p>	<p>AVID cost as part of Wyong LMG</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5000.00)</li> </ul>

## Next Steps

- Replace PAT testing with a more reliable standardised test that we can implement more than twice a year and measures growth. (Essential Assessment).
- Research and analyse the effectiveness and impact of AVID in our primary school setting to determine viability.
- Stage 2 and 3 continue to use Google Classroom as part of their everyday classroom practice in 2021.
- Instructional Leader works with teachers to identify K-2 students who may require additional literacy and numeracy support and to tailor interventions to address these needs. Professional learning for classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring.
- Extend data talks with instructional leader in Years 3-6
- Continue CTJ practices in writing, but have a focus on teacher PL and sharing of guided writing strategies. Also look into the criteria we use with a possible direction to align with NAPLAN marking guides for greater clarity.
- Take part in the NSW DoE's Check-in Assessment for Years 2, 4 and 6 to triangulate data.
- Establish an Instructional Rounds practice across the whole school, based on John Hattie's Effect Sizes.
- Continue PL on CESE's What Works Best for reflection and developing teacher quality.

## Strategic Direction 3

Thrive

### Purpose

To create a self-reflecting learning environment that challenges and inspires all to become motivated learners and meets the needs of a diverse community.

School Excellence Framework links:

Learning - Curriculum

Teaching - Effective Classroom Practice, Learning and Development, Professional Standards

Leading - Educational Leadership, School Planning, Implementation and Reporting

### Improvement Measures

TTFM Teacher survey in the areas of Teaching Strategies and Parent Involvement will exceed state norm (Baseline 2016 TTFM:School 7.9 and 7.5, state norm 7.8 and 6.8 respectfully).

The percentage of students achieving expected growth in reading in Year 5 from 44% to 60% and Year 7 from 48% to 60% and numeracy in Year 5 from 48% to 60% and Year 7 from 65% to 75% (Baseline NAPLAN 2017).

Increase the percentage of students achieving above minimum standard in writing in Year 3 - maintain 100%, Year 5 from 63% to 80% and Year 7 from 59% to 75% with the percentage of students increasing in writing in the top two bands, as a rolling average, in Year 3 from 32% to 42% , Year 5 0% to 10% and Year 7 from 9% to 19% (Baseline 2015 to 2017 NAPLAN).

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to goal setting which includes future focused teaching and learning, supported by high quality, collaborative professional learning practices.

Evaluation	Funds Expended (Resources)
PL continues to be narrow and deep into our focus of Play Based Pedagogy. Evidence-based research articles, texts and videos on transition to school, play-based pedagogy, developmental stages of 4-6 year olds, trends of our AEDC data were analysed and studied to strengthen classroom environment and teacher practice. Improved attendance data in K shows increased student engagement in curriculum and improved student outcomes. Unfortunately due to Covid-19, our thorough P-K transition program was reduced to 5 sessions in Term 4.	PL for K/1 team Transition P-K <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$4400.00)</li><li>• Socio-economic background (\$5500.00)</li></ul>

**Process 2:** Review and develop whole school feedback and self-reflecting processes to explicitly and systematically evaluate the quality of the learning environment leading to measurable improvement at an individual, group and whole school level.

Evaluation	Funds Expended (Resources)
90 families provided feedback to our School Improvement Survey (56% of our families) as opposed to 17 completing the TTFM online survey (11%). An improvement of 5% from 2019. Student and Staff surveys were analysed and results included in the 2021 - 2024 School Improvement Plan.  Teaching Rounds delayed until 2021.	

### Next Steps

- Visible Teaching Rounds - Teachers engage in collaborative professional learning focusing on improvement to

their teaching pedagogy to improve student engagement and outcomes.

- K/1 Play-based classrooms continue. Teachers and leaders engage in current research to guide their learning to create classrooms that are an integration of explicit, academic learning and play-based experiences to develop the whole student. (Physical, social, language, emotional and cognitive domains).
- Staff re-engage students in re-established and new extra curricula groups such as chess, dance groups, Green Team, choir and sports groups.
- School responds to Parent/Student/Staff surveys and plan for recommendations to be implemented.
- Increase student voice opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$23 753.00)</li> </ul>	<p>The Aboriginal Action Team ensured Aboriginal and Torres Strait Islander perspectives are across our whole school, in every classroom and setting and all teachers take responsibility for Aboriginal and Torres Strait Islander history, people, culture and languages are taught to every student. There is a focus on every Aboriginal student to track growth and leadership through PLPs for 100% of Aboriginal and Torres Strait Islander students and deep connection with families. The Aboriginal Action Team provides activities and experience to enrich the school community's understanding of Aboriginal and Torres Strait Islander culture, people, language and histories. 2020 was the first year that every classroom teacher had responsibility for running cultural activities for NAIDOC week. 100% of teacher feedback was that they liked being an actual part of the learning on the day and sharing the Aboriginal and Torres Strait Island culture with our students. We were successful in gaining a \$1000 NAIDOC grant for equipment and resources.</p> <p>A teacher on staff who is Aboriginal was employed for 2 days a week to provide support and extension to our Aboriginal students as well as Cultural Group and activities once a week. She also ran a leadership development program and heavily supported Aboriginal families during Covid-19 and beyond.</p> <p>100% of our Aboriginal and Torres Strait Islander students feel their culture is valued at Tacoma and that they are proud to be Aboriginal.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$30 867.00)</li> <li>Low level adjustment for disability (\$76 569.00)</li> </ul>	<p>Our Learning and Support teacher continues to lead our effective Learning Support Team. This strong team has successfully supported students across the school, both academically and behaviourally. \$400K has been gained to support our students with additional needs with the school employing 13 SLSOs, and additional time supported non-funded students using our flexible funding. This has allowed us to also provide 1:1 support in the playground for some students experiencing social difficulties as well as small social group activities. SLSOs are in every classroom and support both the student and their peers in small group learning experiences following teacher developed PLSPs. The Learning and Support teacher supports staff adjust and create individualised plans and programs for those students needing support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$37 847.00)</li> </ul>	<p>QTSS funding partly paid for our off-class assistant principal to be the K-6 Instructional Leader.</p> <p>Our Instructional Leader worked</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$37 847.00)</li> </ul>	<p>predominantly in K-2 classrooms and made a positive difference to those students who had gaps in learning how to read and reading comprehension strategies from the Learning From Home period. Feedback from teachers has been 100% positive about the impact of an Instructional Leader on improving teacher pedagogy.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$168 422.00)</li> </ul>	<p>An interventionist was employed in Terms 3 and 4 for students requiring support with sight words and reading from the Covid-19 working from home period. These programs have shown positive successes for the students involved in Years K-4.</p> <p>An SLSO was trained in a phonics and decoding program and ran this daily 1:1 program for ** students in Terms 3 and 4 with overwhelming success.</p> <p>This funding partly paid for our off-class assistant principal to be the K-6 Instructional Leader.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$10 000.00)</li> </ul>	<p>Our beginning teacher used her funding for additional PL courses, 1:1 support and planning time with our IL, classroom teacher observations to strengthen teacher practice, additional time writing reports to parents and programming.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	102	116	115	111
Girls	98	100	99	94

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	93.4	94	93.8
1	92.7	95.4	91.7	94.5
2	93.3	94.3	93.3	92.5
3	91.1	94.2	93.9	94.6
4	91.7	92.7	92.1	94.3
5	90.7	91.1	91.4	93.3
6	94.5	91.8	90.8	93.7
All Years	92.4	93.2	92.4	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	2
Classroom Teacher(s)	8.12
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	308,890
<b>Revenue</b>	2,725,622
Appropriation	2,669,261
Sale of Goods and Services	11,315
Grants and contributions	41,782
Investment income	264
Other revenue	3,000
<b>Expenses</b>	-2,694,619
Employee related	-2,404,172
Operating expenses	-290,447
<b>Surplus / deficit for the year</b>	31,003
<b>Closing Balance</b>	339,893

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	294,459
<b>Equity Total</b>	307,124
Equity - Aboriginal	23,753
Equity - Socio-economic	168,422
Equity - Language	7,513
Equity - Disability	107,436
<b>Base Total</b>	1,737,462
Base - Per Capita	51,468
Base - Location	0
Base - Other	1,685,994
<b>Other Total</b>	113,892
<b>Grand Total</b>	2,452,937

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.

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.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

**PARENT FEEDBACK** - 90 families provided feedback to our School Improvement Survey (56% of our families) as opposed to 17 completing the TTFM online survey (11%). An improvement of 5% from 2019. From the surveys:

- Majority of families think English and mathematics as very important for their child to do well in. This was followed by PD/H/PE and Science and Technology. Half of these parents expressed an interest in the school providing more parent PL around what we teach.
- The majority of parents use letters home, School Stream, Face Book and the newsletter for information.
- 88% of parents know some or most of our staff.
- 51% of parents identified their children having a strong connection with 2-5 staff and 30% with over 6 staff.
- We need more communication around the school behaviour process, accessing help for their child and the Positive Expectations Framework to families.
- The majority of parents know our behaviour expectations.
- Majority of feedback showed that parents valued the 'progress talks' with the classroom teacher before reports were written.

**STUDENT FEEDBACK** from school focus group surveys and TTFM -

- Students feel like they belong at TPS. 96% feel proud of their school and 99% feel the teachers care for them and help them when needed, 98% feel safe at school. 50% of students have 5 or more adults at school they can depend upon and a further 34% have 3-4 adults they can depend upon.
- 100% of students feel their teachers set goals and correct their work.
- The majority of students feel our school is clean and well looked after.

**TEACHER SURVEY** - TTFM

- Teachers rated Tacoma Public School above state average for all 8 drivers of student learning, except Collaboration where we were just below state average and above state average for the 4 dimensions of classroom and school practices.
- 100% of teachers feel the school leaders lead improvement and change and communicate the values and vision of the school.
- Teacher feel supported by leaders to improve their learning and to create new learning opportunities for their students.
- Teacher feel they are effective working with children with behavioural needs, individual students and have high expectations for student learning.

# 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.