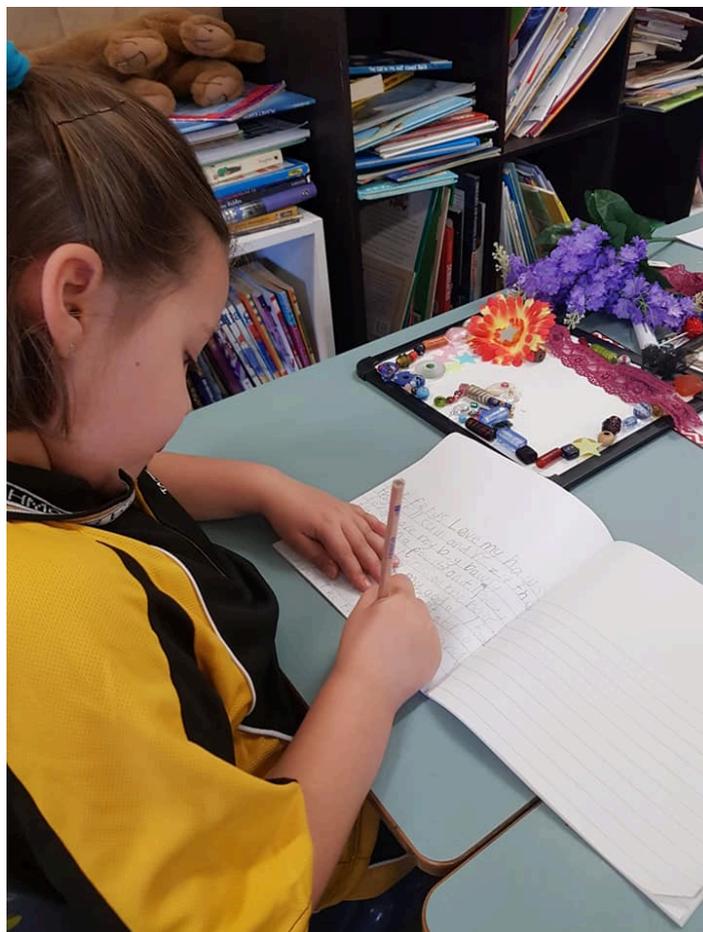


2020 Annual Report

Tahmoor Public School



3148

Introduction

The Annual Report for 2020 is provided to the community of Tahmoor Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the principal

Tahmoor Public School (enrolment of 470 students, with 12% identifying as Aboriginal and Torres Strait Islander and 13% of students with a Language Background other than English). Tahmoor Public School was established in 1917 and is situated on the southern end of a growing semi-rural town. Our students are placed in 18 mainstream classes, and 4 support classes. Our school also has an Opportunity Class which caters for high potential and gifted students across the Wollondilly. Tahmoor Public School is a Positive Behaviour for Learning school and the core values of Safe, Respectful Learners underpin all student wellbeing procedures. The school has the support of the National Chaplaincy Program.

Our school has an enthusiastic staff who are committed to quality teaching and learning. Tahmoor Public School prides itself on its friendly, family atmosphere which is evident in our classrooms and across all sectors of our wonderfully supportive school community. I would like to thank our Parents and Citizens Association (P & C) for their continued commitment to supporting school initiatives and the purchase of numerous resources.

Despite the complexities presented by COVID 19 our school has been able to function effectively and continue to put the needs of our students and their families at the forefront of our planning and delivery.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Schofield

Message from the school community

2020 was a very disrupted year due to the impact of COVID 19. Regular fundraising activities such as "Light up Tahmoor" had to be cancelled.

However, despite the many restrictions placed on the P&C due to large crowd gathering we were still able to function effectively.

We were able to hold meetings with strict social distancing rules being adhered to. This allowed us to raise money which supported school programs.

In 220 we presented the school with funds to purchase additional technology. We were also successful in receiving a Smarty Schools Grant which allowed for more shade shelters to be erected in the playground.

The P&C continues to work hard to support the teaching learning process at Tahmoor Public School.

Jacqui Thompson

School vision

We serve the wider Tahmoor community by providing quality teaching and learning opportunities that have significance to all learners.

To help our students become critical and creative learners we strive for an excellence in teaching, learning and leading.

By doing this, we help our students achieve their full academic, social and emotional potential by becoming lifelong learners and active citizens.

We will drive our school's economic model through equitable and needs based purchases and allocation of physical and human resources.

School context

Tahmoor Public school has an enrolment of 440 students, including 11% Aboriginal students. Tahmoor Public School was established in 1917 and is situated on the southern end of a fast growing semi-rural town. The school has an enthusiastic staff who are committed to quality teaching and learning. The school has a strong focus on Literacy, Numeracy and embedding technology into classroom practice. Tahmoor Public School has been implementing the Language, Learning and Literacy (L3) program and TEN (Targeting Early Numeracy) across all K - 2 classes. TOWN (Taking Off With Numeracy) and FoR (Focus on Reading) strategies are being implemented across all 3 - 6 classes. Data collection in Literacy and Numeracy is regularly conducted across the school and directly helps inform future teaching learning sequences. The embedding of STEM across the school K - 6 has transformed our students into engaged, enquiring learners. Literacy, Technology and Numeracy skills are integrated into Science lessons ensuring quality teaching practices are always in full evidence. Tahmoor Public School continues to incorporate current research into developing evidence based teaching practices to ensure optimal teaching learning occurs.



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	Excelling
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	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Student Wellbeing: Connect, Succeed, Thrive and Learn.

Purpose

To provide student learning experiences through:

Educational aspiration

Individual learning paths

Whole school wellbeing processes

Improvement Measures

Increased percentage of students achieving higher level reward system

All Parents/Carers are given written feedback each semester about student progress

Where applicable, 100% of staff have engaged in a collaborative process of individualised planning which meets the needs of students identified with additional well being needs.

School based well being data is shared with staff at regular communication meetings and used to inform decision making.

Overall summary of progress

Throughout 2020 the Strategic Direction 1 team has continued to achieve the majority of the intended outcomes. Progress has been effected by the COVID 19 pandemic. Many initiatives such as community engagement were postponed or rescheduled as a result of Health and Safety directives.

We have further facilitated a culture where:

-Through the teaching of explicit skills and strategies, students will recognise their strengths, identify areas for improvement through ongoing reflection and set goals for future learning.

-Through explicit and targeted professional learning, staff will be equipped with a myriad of skills to empower all students.

-Unfortunately due to COVID 19 a variety of active engagement opportunities for parents/carers were not possible using a face to face traditional mode of delivery. Planned sessions to develop parent/carers knowledge, confidence and skills to successfully support the education of their children. Information sessions have been rescheduled.

This has been achieved through the following processes within three main focuses:

1. **Wellbeing** - Consisting of building upon the successes of and strengthening the school PBL system and the delivery of various targeted ATSI projects
2. **Curriculum** - Including an Evidence Focus - programming, planning and assessment which reflect individual student learning paths and development and implementation of consistent school wide visible learning pedagogy.
3. **Assessment** - Consisting of embedding of a collaborative Consistent Teacher Judgement process within stage meetings, implementation of Feedback and Feed Forward assessment steps and 5 weekly cycles of Data entry on PLAN 2 with quarterly Data Day meetings..

These processes are evidenced by:

- Teachers employ summative and formative assessment practices as an integral component of daily classroom instruction.
- All members of the school community consistently implement the agreed wellbeing framework to create a positive teaching and learning environment
- All teachers have learning programs that are dynamic, showing evidence of revisions based on feedback on teaching practices, assessment and tracking of students.

These processes have led to:

- Increased percentage of students achieving higher level reward system
- Increased feedback given to staff on planning and programming adjustments
- 100% of staff have evidence of data and high quality lessons in their program that highlight and meets the needs of individual students
- Triangulation of school based data is consistent and shared with staff at regular professional learning meetings
- Authentic feedback in the majority of classes
- Students are able to articulate learning intentions of the lessons during five weekly learning walks
- All Parents/Carers are given written feedback each term about student progress
- Teaching and learning programs are informed by summative and formative assessment, including the provision for feedback in all forms

Progress towards achieving improvement measures

Process 1: Wellbeing

- * Target ATSI projects.
- * Explore the suitability of implementing Breakfast Club up to 5 days per week.
- * Investigate PBL Tier 2 targeting intervention and Tier 3 Intensive, Individualised intervention.
- * Utilisation of EBS4 and Sentral as well being tools.
- * More opportunities for students to access Leadership opportunities

Evaluation	Funds Expended (Resources)
Less minor incidents in the playground, due to positive reinforcement of expectations. Positive feedback from staff and students in regards to PBL reward day Positive feedback from PALS program- hoping this program will continue in 2021	External agency for PBL reward Day

Process 2: Curriculum

- *Evidence Focus - programming, planning and assessment which reflect individual student learning paths.

Evaluation	Funds Expended (Resources)
Whole school analysis of a variety of diagnostic assessments	PLAN2 data, assessment records, PAT testing

Process 3: Assessment

- *CTJ
- *Analysis of PBL data on rewards and behaviour

Evaluation	Funds Expended (Resources)
all staff updated and handed-over data accordingly for 2021	reports, PLAN2, assessment data

Next Steps

Future directions for 2021 include:

- Use data to support the whole school community in valuing attendance targets.
- Use data to inform a whole school approach to wellbeing and student conduct.

- Create opportunities to identify and develop areas of high potential in every student.



Strategic Direction 2

Exemplary Staff and Leader teaching and learning.

Purpose

To provide teaching experiences through:

Universally high levels of professionalism and commitment

Engaging, individualised, evidence based lessons

A learning culture that encompasses reflection, feedback, feedforward, student empowerment and data focussed

Improvement Measures

Increased percentage of students at or above EAfS benchmarks

Increased percentage of written feedback given to individuals and stages on effective classroom practice

100% of PDPs reflect a link to effective classroom practice

Increased percentage of students in the top two NAPLAN bands in literacy and numeracy

Increased percentage of ATSI achieving in the top two NAPLAN bands

Overall summary of progress

Throughout 2020 the Strategic Direction 2 team has continued to achieve the majority of the intended outcomes. Progress has been effected by the COVID 19 pandemic. We have successfully:

- Implemented high quality daily teaching experiences that met the individual needs of students. Students and staff were empowered through being successful lifelong learners.
- Personalised professional learning for staff who demonstrated continuous improvement in leading teaching and learning
- Facilitated an ongoing system of feedback with active participation by parents/carers. Key stakeholders worked collaboratively in partnership to enrich and sustain an love of learning for life

This has been achieved through the following processes:

Effective Classroom Practice

- L3 Kindergarten
- L3 Stage 1
- F.O.R 3-6
- Mathematical Mindsets Project K-6
- Instructional Leaders K-2 and 3-6
- Early Action for Success

Data Skills and Use

- Progression Professional Learning
- Data Days
- Feedback for Parents/Carers

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

*L3 Kindergarten

*L3 Stage 1

*Mathematical Leadership K-6

Progress towards achieving improvement measures

Process 1: * Writing Project K-2 and 3-6

*Seven Steps Implementation

*Instructional Leader K-2

*Early Action for Success

*Aspiring leaders/school executive in LEED Course. (Wollondilly Network) (Leading Evaluation, Evidence and Data

* For teachers to continue to take responsibility for changes in practice required to achieve improved school performance and continue to use data on a regular basis to monitor effectiveness of their own efforts

* Engage in transformational and cultural change research with all staff, using the work of Viviane Robinson..

Evaluation	Funds Expended (Resources)
School based support implemented.	K-2 IL

Process 2: Data Skills and Use

*Professional Learning

*Data Days/planning sessions

*Feedback for Parents/Carers

* Learning Walks

* Tighten K - 6 assessment structure of summative assessments

Evaluation	Funds Expended (Resources)
<p>Google form survey indicated that teacher's understanding of EAL/D pedagogy and their ability to support EAL/D students had improved as a result of their participation in the course.</p> <p>Teachers are able to reflect on student progress. Triangulation of data to confirm consistency within data collection.</p>	Utilised Melissa Matters LST and EAL/D teacher to implement training.

Next Steps

Future directions for 2021:

Effective data collection and analysis -

- Continue to refine and embed sustainable whole school formative and summative assessment practices
- Consistently collect and record student Literacy and Numeracy data.
- Embed a culture of consistently and collaboratively analysing class, stage and whole school growth data to gauge impact of our Literacy and Numeracy priorities/initiatives
- Identifying learning priorities for every student by collaboratively analysing data at individual, class and stage level

Utilising data to inform evidence based teaching practices -

- Structured collaboration opportunities via K-2 and 3-6 meetings for staff to share expertise in specific learning areas.
- Continued development of skills in data literacy, data analysis and data use in planning and teaching for responsive curriculum delivery to meet individual student needs.
- Utilisation of COVID funding to provide targeted student support programs across K-6, including individual and group learning plans based upon data designed to improve student performance in the middle to top tiers.

Strategic Direction 3

Dynamic and Collaborative community engagement.

Purpose

Through effective leadership experiences :

Leaders enable a self-sustaining and self-improving community that support the highest levels of learning.

Develop a school wide culture of high expectations and a shared sense of responsibility.

Improvement Measures

Increased parental involvement in Strategic Direction plans / Milestone teams

An increased community awareness and utilisation of physical learning spaces and technology is evident during Learning Walks.

Increased Kindergarten enrolment as a result of the Tahmoor Tots and Kindergarten Orientation programs.

Sustained parent participation in PATCH 3 focussing on K - 6 interventions.

Overall summary of progress

Throughout 2020 the Strategic Direction 3 team has continued to achieve the majority of the intended outcomes. Progress has been effected by the COVID 19 pandemic. We have successfully facilitated a culture where:

- Teachers are relentlessly committed to developing the capacities and capabilities of themselves and others to improve learning outcomes for every child.
- The executive team leads the process of ongoing school evaluation through data informed and evidenced based decision making.
- Parents are active, engaged and supportive partners in the learning of their child and have strong connections to the school.
- Strong partnerships are fostered with external organisations and communities of schools to deliver rich, relevant and meaningful learning experiences. There has been an increase in applications to outside agency support for our community due to the COVID 19 pandemic.
- Utilisation of technology to support the community engagement aspects such as ZOOM and MS Teams. This has been achieved through the following processes:
- Whole school collaboration into school plans and milestones (staff, students, parents/carers, wider community) Using MS Teams, Zoom, and surveys.
- Ongoing evaluation and feedback systems (staff, students, parents/carers, wider community - focus on evidence gathering)
- The school leadership team continually aiming to have a well established professional learning community based on high expectations of students, staff and community
- The design and implementation of PATCH, a parent training program, which upskilled parents to support reading pedagogies in K - 6 classrooms to be rescheduled 2021.
- The analysis of Performance and Development Plans

Progress towards achieving improvement measures

Process 1: School Planning, Implementation and Reporting

*Whole school collaboration into school plans and milestones (staff, students, parents/carers, wider community)

*Ongoing evaluation and feedback systems (staff, students, parents/carers, wider community - focus on evidence gathering)

* A redesigned report that incorporates student and parent voice.

* Include student and parent voice in learning Walks

Progress towards achieving improvement measures

Process 1: *STEM Hub to be set up ready for whole school use.

* Kindergarten transition program incorporating Tahmoor Tots and local preschools.

Evaluation	Funds Expended (Resources)
<p>Discussion within Milestone group yet to establish end selection process as a result of Covid 19.</p> <p>Proposed new reporting system for Semester 2 will be determined based on Departmental Recommendations depending on Covid 19 situation.</p>	<p>Non biased selection process for parents through P & C Meetings and self-volunteering with the end selection process still to be nominated.</p> <p>Executive review</p> <p>Departmental; Guidelines</p> <p>Staff input via communication at smaller Stage Meetings</p>

Process 2: School Resources

*Physical learning spaces

*Effective use of technology to enhance learning.

Evaluation	Funds Expended (Resources)
Resource availability via booking timetables and roster.	School based resources

Process 3: School Culture

The school leadership team continually aims to have a well established professional learning community based on high expectations of students, staff and community

Gauge parent satisfaction with applications such as Class Dojo, SeeSaw, Facebook and Skoolbag..

Provide more informal "Coffee Morning" information sessions for parents.

Employment of a Community Liaison Officer who is able to work between the school and the community.

Evaluation	Funds Expended (Resources)
<p>Determined future directions for 2021 which will include evaluation survey after all professional learning sessions.</p> <p>School to participate in "Tell Them from me" survey</p> <p>In 2021 we endeavour to continue to communicate with parents and the community through online platforms.</p>	Targeted TPL will incorporate identified needs from staff

Process 4: Design and implement PATCH 3, a parent training program, which will upskill parents to support reading pedagogies in K - 6 classrooms.

Work with TAFE and additional VET providers to generate courses able to be run at Tahmoor Public School.

Evaluation	Funds Expended (Resources)
Continued COVID restrictions have impacted PATCH 3. program. Looking at reimplementation 2021.,	<ul style="list-style-type: none"> • PATCH folders • PATCH programs

Next Steps

Future directions for 2021 -

- Develop and strengthen channels of communication between teaching and non-teaching staff, students and parents/carers.
- Develop and use a shared metalanguage of learning.
- Strengthen opportunities for student and parent voice.
- Articulate and demonstrate shared models of practice and mindset across the whole school community.
- Establish evidence-based systems that promote and communicate high expectations.
- Embed explicit teaching of expectations for learning and behaviour into all aspects of school life.



Tahmoor Public School
Positive Partnerships

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Same resources as listed in Mid Term 2. Funding Sources: • Aboriginal background loading (\$57 521.00)	Culture Class, Literacy and Numeracy support occurring across the school.
Low level adjustment for disability	Funding Sources: Low level adjustment for disability \$216,053	This year we continued the implementation of programs to support positive and engaging school culture. The programs included: Peer Support, Play Pals and an alternate play setting. The school Learning and Support Team facilitated the delivery of targeted classroom interventions for students illiteracy and numeracy. All programs were successful and will be continued next year. Additional; staff were employed to supplement our Learning Support Program.
Quality Teaching, Successful Students (QTSS)	PLAN 2 Data Day preparation Learning walks preparation Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$69 899.00)	Data successfully uploaded onto PLAN 2. Successful Data Day with information being shared out across all Stages K - 6. Successful Learning walks with both student and teacher representation.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	212	196	207	228
Girls	187	182	197	228

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	95.2	90.9	92.3
1	92.7	93.4	90.4	85
2	93.9	90.7	90.2	90.9
3	93	93.3	90.7	88.1
4	91.5	92.4	93.1	87.4
5	91.5	91.4	91.5	91.4
6	93.3	92.5	90.6	91.1
All Years	92.8	92.6	91	89.5
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)	4
Classroom Teacher(s)	18.93
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.22

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	596,199
Revenue	4,929,188
Appropriation	4,864,420
Sale of Goods and Services	2,241
Grants and contributions	62,119
Investment income	409
Expenses	-5,019,727
Employee related	-4,515,363
Operating expenses	-504,364
Surplus / deficit for the year	-90,539
Closing Balance	505,661

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 Approved SBA (\$)
Targeted Total	12,385
Equity Total	641,106
Equity - Aboriginal	58,957
Equity - Socio-economic	353,947
Equity - Language	13,942
Equity - Disability	214,261
Base Total	3,597,418
Base - Per Capita	100,473
Base - Location	4,032
Base - Other	3,492,912
Other Total	329,760
Grand Total	4,580,669

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 to access the school data.

2020 NAPLAN

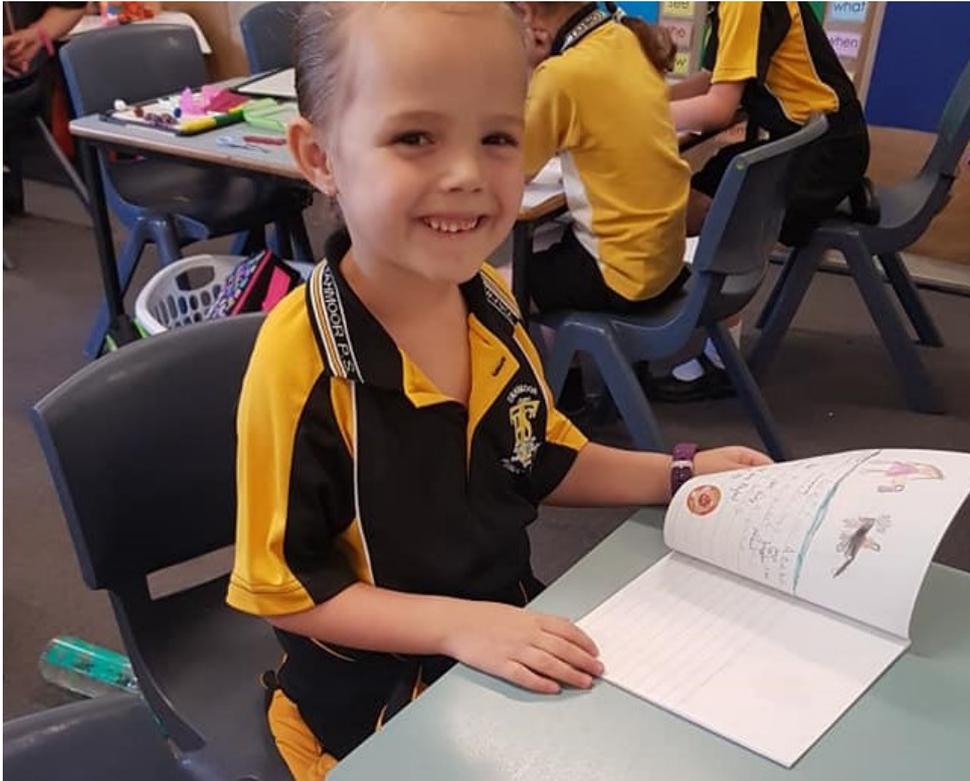
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020, the school sought opinions about learning from home. School-based surveys were used to gather responses. These responses are presented below: 64.4% of parents surveyed strongly agreed or agreed that they enjoyed the experience of working online with their child/children. Specific feedback from parents showed that 83.9% of parents surveyed strongly agreed or agreed that they received adequate feedback and communication from their child's teacher.. 49.9% of students agreed or strongly agreed that they enjoyed the experience of working online. 37% of students surveyed found learning from home problematic.. 18.5% of students surveyed strongly agreed that online learning enhanced their learning experience.. 30% of staff surveyed strongly agreed or agreed that they found learning from home problematic. 80% of teachers surveyed agreed or strongly agreed that their students had adequate technology at home to support their online learning.

Overall most parents, students and teachers were supportive of learning from home during the COVID 19 pandemic. Throughout 2021 and into the future the school will investigate ways to increase student support when working remotely and to increasing the availability of technology to our community.



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.

Anti-racism, anti-prejudice, and intercultural understanding education are embedded into the NSW syllabuses and are taught as part of class programs. Additionally, each year, the school nominates an Anti-Racism Contact Officer (ARCO) to promote anti-racism education within the school and manage racism-related complaints. During 2020, Tahmoor Public School's nominee successfully completed the ARCO blended online training course. The school's ARCO also worked with class teachers, executive staff and students to facilitate the complaints handling process with regards to incidents of 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.

As part of the school's commitment to intercultural understanding, each year students participate in Harmony Day activities, which encourage cultural understanding and inclusiveness. In 2020, Harmony Day occurred during the Learning from Home period. Activities were conducted through online platforms (including Seesaw and Google Classroom) and in the classroom. Students were encouraged to make their own Harmony Day posters and post photos of themselves wearing orange, the official Harmony Day colour.

During 2020, 9.5% of our student population (43 students) identified as having a language background other than English (LBOTE). This is an increase from 8.9% in 2019 and 7.5% in 2018 and reflects an upward trend in the LBOTE proportion of our student population. In 2020, 19 different language backgrounds were identified (an increase from 15 in 2019). The most commonly spoken languages in our school community were Arabic, Tagalog and Khmer. Our school's English as an Additional Language or Dialect (EAL/D) program is coordinated by a qualified EAL/D teacher. It targets students who require additional support in developing their English language proficiency, and are at a beginning or emerging phase (16 students in 2020). This year, the school allocated one day per week during Term 3 to the EAL/D program for students in Kindergarten to Year 5, and one hour per week during Term 4 for a beginning phase program.