

# 2020 Annual Report

## Tanja Public School



3159

# Introduction

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

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It has been a pleasure and a privilege to spend another year as the relieving teaching principal at Tanja and I look forward to continuing in the role in 2021. This year at Tanja we have yet again risen to the challenges presented to us and continued to shine as the smallest, yet the brightest little school on the far south coast. That ability to shine so brightly is of course due to the stars that are our students with staff and community to guide, nurture and teach. So I will take this moment to thank our staff for the support to the school and ultimately to our students.

Sue has continued to grow and excel as our School Administrative Manager. Sue consistently goes beyond her role as admin into teaching children cooking and gardening, small one to one intervention programs when student's need, providing a quiet space, first aid (apparently she is like a doctor) and classroom and library support. Thank you Sue from not only myself and staff but also from the children. Consistency of support makes everyone feel safe and cared for.

We were so fortunate to get two of the best classroom teachers to join us this year and I am so excited that they will both be staying on with us for 2021. Lauren Spindler has certainly proved her worth this year and earned the trust and respect of students, parents and staff. Thank you, Lauren, for sharing the teaching at Tanja and for putting learning first in all that you do here. I am so excited to continue next year with you and expand on what has already been a great working relationship with our students at the forefront.

Nel has been a fresh and vibrant force that we all need on a Friday. Thank you Nel. Your commitment to Tanja is much appreciated, your voice in getting a bus for Tanja was amazing.

Our school has been able to offer our students many programs, even with ongoing restrictions, including 'Art and Science' with Deborah and Martin, AFL with Mitch, ceramics with Janna Ferris, Spanish with Maria, Drama with Louise, music with Deb, Alex, and David Hewitt. It has been a fantastic year of learning with great partnerships with our parents sharing much knowledge and skills and the Tanja community, as well as Four Winds, Bournda Environmental Education Centre and the Sapphire Coast Learning community. There have been amazing opportunities for our students to participate with other students in the Sapphire Coast Learning Community's Online Art Exhibition where Hunter won the Director's Choice Award and Poppy and Emma from Essential Object at The Wharf Local displayed our student artwork with loads of positive responses from the public. A third place for our team at the 'Bird Olympics'. These opportunities would not happen without the support of staff, parents and the dedication of students. So thank you everyone for making exciting learning happen at Tanja.

Our P&C, which is everyone, are remarkable and this year I am sure caused much frustration with the restrictions resulting in the cancelling of markets and other fundraising ideas but being versatile they went online with much success. Projects at school did not stop with the purchasing of school resources, the ongoing improvement to our outdoor learning area and hot lunches throughout term 3 which staff and students continue to love. Thank you for your tireless efforts and your ongoing support and passion.

I look forward to a positive year of learning in 2021.

Thank you!

### Message from the school community

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My neighbour Glenn's motto is *Improvise, Adapt, & Overcome*, this has never been more true than in this difficult year. How lucky are we to have such dedicated and hardworking staff, helping us navigate through the year of unknowns. A big thank you to Danielle for her amazing leadership and her unbelievable drive to steer the school through the year and keep smiling! We are amazed what you have achieved in 2 years, given the extenuating circumstances.

Our fundraising efforts were a little challenged: NYE catering adapted from Pizzas (total fire ban) to Nachos, then evacuation! So, we needed to cancel this event. We began the year wearily after a number of evacuations for all of us in our local community and as it was important for our kids to get back into some regularity, the fatigue of not having a summer break was hard to see.

COVID hit and our Market Day was cancelled but we have many stallholders keeping their fees with us for first option for next year which was lovely to have so much good will and support from our local community. We were able to frame some historic artefacts around the school - the Apology to Stolen Generations speech and a map of Australian Indigenous nations.

The P&C continued to fund music lessons with Deb/Alex which is such a wonderful part of the legacy of Tanja school and our children's love of music. We had our new cotton t-shirts printed with the new design and ordered hats for our increasing numbers of students.

Our big fundraiser for the year was our Koala Tree Planting - Our community friends and families sponsored our effort to plant over 200 saplings with an understanding from the children that we were assisting the local koalas in providing a future habitat in our local area. We made \$2410, contributed \$400 to Far South Coast Koala Action Network and to increasing local koala habitat - and had a great day!

Our continued efforts to secure our children a bus to get to and from school meant lots of campaigning, meetings & letter writing with (finger crossed) a positive outcome with a bus coming in 2021!

We continued our hot lunches lovingly provided from parents - so great to see the kids eating at the table and bonding over food. A big thanks to all families who assisted and provided wonderfully nutritious, beautiful meals to share, and to staff for organising.

We contributed to further improvements and creation of the outdoor kitchen & Library spaces which has been an enormous effort for Sue and has improved the look and functionality for activities around the school grounds.

My job as President is particularly easy at this school as every family contributes, all our wonderful parents are always up for instructions to help out in so many ways. We have a joyful and talented small community who all contribute in their own special way, so Thank you to all parents who will always put their hands up to help. We are looking forward to a more peaceful new year.

Our motto - "Not for ourselves but for all" have never been more true for 2020.

Mel Sheehan

Tanja P&C President

## School vision

Tanja Public School's Motto-

Not for ourselves, but for all

School's Vision-

Caring for each other, our school and our world.

Personal best in all things.

## School context

Tanja Public School is a TP1 school with an enrolment between 1 and 25 students. There is one multistage classroom. The school is located on the Far South Coast of New South Wales and is designated as an isolated, rural, remote school. There is a permanent full time teaching principal position and a permanent part time teacher, one day a week.

We are currently part of the Early Action For Success initiative; this enables us to have an instructional leading teacher which is shared with Mogo PS.

There is a strong connection with the Tanja Community, which is involved and supportive of the school. The Tanja Community is itself recognised as an arts centre for the region. The creative and performing arts are strong within the school and local artisans are a regular feature in the school's visual arts, music, dance and drama programs.

The school has an environmental focus, the school is part of the Sustainable Schools network and has a connection with both the Bournda Environmental Education Centre (BEEC) and the local National Parks and Wildlife.

## 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

Creativity, Sustainability and Connectedness (Leading)

### Purpose

Tanja students are active and informed citizens sharing their culture of sustainability, environmental awareness and responsibility with the wider community through incorporating local Indigenous culture and knowledge to ensure a sustainable future.

### Improvement Measures

Whole school actively engaged in sustainability program, evident by established and ongoing usage of veggie garden and school environment.

Parents report students' social informed competence and independent learning skills, as measured by survey.

School is featured in local media as sustainable school with strong community ties and commitment.

### Progress towards achieving improvement measures

#### Process 1: Sustainability

Developing community partnerships and school based initiatives that promote the ideals of sustainability across all areas of the curriculum.

Evaluation	Funds Expended (Resources)
Ongoing reduction in the purchasing and use of non-sustainable resources.  Sustainability is beginning to underpin student teaching and learning.  Students are broadening their ability to articulate sustainable and environmental practices.	Operational funding directed towards sustainable products and practices.    Educational opportunities for students such as: 'Science and Art' with Deborah Barrett and Martin Parkinson.

#### Process 2: Effective partnerships

The school will strengthen and enhance existing partnerships between the school, students, parents and the wider community.

Evaluation	Funds Expended (Resources)
The school received positive feedback and results from programs connecting students, parents and community. Programs included: music, ceramics, soccer, AFL, Spanish, drama, cooking and initial planning for an Indigenous garden.  Learning opportunities enriched learning and enhanced engagement. Students and parents gave positive feedback regarding partnerships and programs.  A positive relationship with local Indigenous leader and the National Parks and Wildlife Service has continued to grow for the benefit of all. with the reduction in COVID restrictions this will develop more in the future.	Employment of music, art, science, Spanish and sports experts and relevant resources.

#### Process 3: Connected learner

The school partners with families to encourage development of social emotional development.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Improvement in social emotional skills evident over the year by staff and students with increased well-being and an increase in positive incidents. Plans to continue the focus in the new school improvement plan.</p> <p>Overall feedback from parents positive including through Google form survey.</p> <p>We continue to reflect and seek to improve communication and social emotional development opportunities.</p>	<p>Creative arts and performing arts programs; including dance, music and creative art.</p> <p>Subscription to the researched based program, 'You Can Do It!', including the parent program.</p>

## Strategic Direction 2

### Confident Capable Learners (Teaching and Learning)

#### Purpose

Tanja students, staff and community are known, valued and cared for and Tanja school provides each individual with opportunities to connect, succeed and thrive.

#### Improvement Measures

##### Individualised learning

Students are known, with their individual needs met through personalised planning with all students tracked on learning progressions.

##### Student Wellbeing

Student attendance is 90% and above, to enable students to grow, flourish and prosper.

##### Quality Teaching

All teachers have current PDPs that reflect ongoing learning and reflection.

#### Progress towards achieving improvement measures

##### Process 1: Individualised learning

The school will develop structures that support students individualised learning to meet their personal aspirations..

Evaluation	Funds Expended (Resources)
Delay in professional development and classroom implementation has meant we have not had enough implementation time to measure the impact of changes in practice on student outcomes and engagement. This will continue in build and develop in our 2021-2024 improvement plan.	Professional development to improve teaching and learning.  Corwin - Visible Learning  The Writing Revolution

##### Process 2: Quality Teaching

The school will develop structures that support teacher professional development in current research based pedagogy.

Evaluation	Funds Expended (Resources)
Independent reading and courses in current best practice (synthetic phonics, literacy instruction and explicit teaching), led teachers to build their field of knowledge and make positive changes to classroom teaching.  Involvement and creation of an action plan was completed through the collection of evidence. Although there were some setbacks due to COVID (with cancellations and postponed professional learning), all staff have continued to build quality teaching capacity.  There has been evidence of improved teaching programs, student engagement and improved communication and acknowledgement from parents.	The Writing Revolution (yrs 3-6)  Visible Learning:  - Foundation Day  - Evidence into Action Day 1 & 2  - Impact Coach Day 1

##### Process 3: Student wellbeing

Spaces in the school are created where a sense of identity and belonging is nurtured and a shared



## Progress towards achieving improvement measures

**Process 3:** responsibility is developed.

Evaluation	Funds Expended (Resources)
<p>All students utilise the spaces with clear taught and supported expectations.</p> <p>A significant difference has been in positive attitude and self-regulation, to further build on the progress a subscription to 'You Can Do It!' was purchased by the P&amp;C.</p> <p>Spaces in the school have been used to positively engage with specialised programs, as calm down areas and areas of belonging.</p>	<p>Office, classroom, library, outdoor kitchen furniture and infrastructure.</p>

**Process 4: Community Partnerships**

School engagement with specialised community members to enrich student learning.

Evaluation	Funds Expended (Resources)
<p>Despite the setbacks created by COVID restrictions we were still able to provide students with a number of learning experiences that involved parent and community specialists. The success of the art program was evident from community, parent and student feedback and student artwork displayed at a local gallery space. All students exhibited work that they were proud of and demonstrated a growth in skills and knowledge.</p>	<p>Music program</p> <p>Ceramics program</p> <p>Drama program</p> <p>Art and science program</p> <p>Gardening and cooking program</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Additional teacher (Monday, Tuesday, Wednesday)	The additional teacher has increased the amount of explicit teaching and improved student outcomes.
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional teacher (Monday, Tuesday, Wednesday)	The additional teacher has increased the amount of explicit teaching and improved student outcomes.
<b>Socio-economic background</b>	Supporting the artisan and music programs.	Employment of community based specialists to teach and expose students to creative and performing arts has continued to result in improvement in outcomes and engagement and the school building a community perception as excelling in this area.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	11	4	11	12
Girls	6	4	0	2

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	82.3	93.7	90.4	81.4
1	93.9	68.2	78.4	89.1
2	96.8	90.1	80.1	96.8
3			84	83.9
4	93.5		91	96.4
5	92.8	96.7	87.7	93.2
6	94.3	76.1		88.5
All Years	92.7	85.7	85.8	89.6
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			93	92.1
4	93.9		92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5		91.8
All Years	93.9	93.3	92.9	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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.18

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	97,967
<b>Revenue</b>	394,051
Appropriation	372,355
Grants and contributions	21,529
Investment income	167
<b>Expenses</b>	-389,485
Employee related	-322,416
Operating expenses	-67,069
<b>Surplus / deficit for the year</b>	4,566
<b>Closing Balance</b>	102,533

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

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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>	0
<b>Equity Total</b>	14,453
Equity - Aboriginal	0
Equity - Socio-economic	410
Equity - Language	0
Equity - Disability	14,043
<b>Base Total</b>	308,382
Base - Per Capita	2,646
Base - Location	6,828
Base - Other	298,909
<b>Other Total</b>	49,153
<b>Grand Total</b>	371,989

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

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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 engagement surveys indicated that all parents feel welcome at Tanja PS and can speak easily with their child's teacher. All parents that answered the survey felt informed about school activities and parents feel that teachers listen to their concerns. Parents can easily speak with the school principal and school administrative staff but parent activities are not always scheduled at times when parents can attend. Reports on student progress are written in terms that parents understand and 87.5% of parents are confident that teachers will inform them if their child is not making adequate progress in the key learning areas. Majority of parents (87.5%) indicate confidence regarding being informed about their child's behaviour at school, whether positive or negative. Communication is an ongoing focus as improvements can always be made in all areas.

Parents support learning at home through discussions about class learning, about the importance of school and the challenges of school. Parents encourage and praise their children regarding school. Feelings towards other children at school are discussed openly at home between parents and students.

Student satisfaction was measured informally through class and individual discussions and feedback, learning engagement levels and parent feedback. Students feel like their teachers sometimes listen to them about how they like to learn. Students communicated that teachers listen and act when they speak to them about school concerns or issues. Students feel like there are a range of activities at school that enrich and deepen engagement.

Parent/caregiver, student, teacher satisfaction are all highly regarded at Tanja PS with ongoing formal and informal feedback sought throughout the year with improvements to learning, communication and engagement consistently reflected upon and changes implemented.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.