

# 2020 Annual Report

## Tarago Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Tarago 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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Tarago Public School is a small rural school which provides all students high quality and differentiated education. We offer a welcoming environment where every student is known, valued, and cared for. Our dedicated team of professional educators nurture, guide, inspire and challenge all students to build their skills and understanding, and to make sense of their world.

Students at Tarago Public School are offered a comprehensive education which focuses on developing literacy and numeracy skills in all key learning areas including STEM (Science, Technology, Engineering and Mathematics). Tarago Public School is a member of the Tablelands Rural Education Community small schools' community. Our school enjoys collaborating with local schools in the district and competing in rural and state sporting events.

The Tarago Public School P & C is made up of a team of hard working, dedicated parents and community members who support our school. Their efforts are always greatly appreciated. We are very proud of our inclusive and supportive learning community.

Michelle Jones

Principal

## School vision

Tarago Public School promotes and fosters a culture of care, respect and enrichment. The school is committed to developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs.

Our school community will work together to prepare students who are responsible, respectful and resilient global citizens.

## School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, falling within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn-Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas, with many students catching buses to and from school. The school offers an inclusive learning environment catering for the needs of the individual student, with a focus on providing a safe and motivating learning experience. The core values of being respectful, safe learners builds on the school motto of Strive To Excel. Tarago Public School is part of the Queanbeyan Principals Network and the Ningimurra Professional Learning Community. It is also an active member of the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

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

## Strategic Direction 1

### Learning

#### Purpose

- To provide high quality teaching and learning programs which ensure all learning addresses the needs of all students.
- To provide student learning experiences that result in and promote an aspirational school culture.

#### Improvement Measures

All students, unless identified through student Individual Learning Plans, meet or exceed expected growth in literacy and numeracy as measured against Learning Progressions and Tarago Public School's Assessment Schedules.

Students with specific learning needs will achieve the goals indicated in their Individual Learning Plan or Personalised Learning Plan.

Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading and Numeracy.

#### Progress towards achieving improvement measures

**Process 1:** Develop staff and student skills in the provision of explicit criteria for learning, and specific and timely formative feedback.

Evaluation	Funds Expended (Resources)
In 2020 students with identified learning needs were accommodated for through Individual Learning Plans. Teachers completed professional learning about providing teaching and learning online throughout the COVID-19 lockdown and restrictions. Teachers continued to use the Literacy and Numeracy Progressions to plot student growth. This in turn assisted teachers with further developing their skills in consistent teacher judgements. Rubrics were utilised to further enhance these skills for assessment purposes.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$2035.00)</li></ul>

**Process 2:** Build staff capacity to collect, analyse and report on internal and external student and school performance data.

Evaluation	Funds Expended (Resources)
<p>In 2020 formalised testing such as NAPLAN did not occur. The school collected data internally to analyse student growth. Year 4 and year 6 students participated in the Check In Assessments in term 4. Mathsburst and Mathletics data was also collected and analysed. New student groups, by ability, were created for maths and literacy groups in 2021.</p> <p>The Tarago Public School Assessment Schedule was implemented in 2020 however not all assessments were completed due to Covid 19 restrictions. The Assessment Schedule has aided staff in applying a consistent approach to assessing and tracking student growth throughout the school year. Next year we intend to closely analyse our school's NAPLAN data and we have opted to complete NAPLAN online for 2021.</p> <p>Next year all staff will complete professional learning in using SCOUT data to access the Item Analysis of NAPLAN questions to identify areas of success and those requiring ongoing consolidation as this did not happen in 2020.</p>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$2600.00)</li></ul>

## Strategic Direction 2

### Teaching and Leading

#### Purpose

- To build staff capacity and empower leadership through relevant and ongoing professional learning.
- To develop a collaborative approach to decision-making and the implementation of consistent systems and practices.

#### Improvement Measures

All teachers, non-teachers and leaders demonstrate responsibility for their professional growth through successful implementation of the performance and development cycle evidenced by:

- Identification of professional goals and required professional learning.

- Implementation of strategies, collation of evidence, and ongoing reflection and refinement.

- Self-assessment and annual review.

Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.

#### Progress towards achieving improvement measures

**Process 1:** Teachers collaborate to observe and provide collegial feedback to improve teaching practice.

Evaluation	Funds Expended (Resources)
<p>In 2020 our school intended to implement Quality Teaching Rounds (QTR) with TREC schools however this did not happen due to Covid 19 restrictions. We plan to start QTR in 2021 with Windellama and Tiranna Public School staff once a term.</p> <p>We implemented 5 weekly planning days with teaching staff and the support of the LaST teacher. Our focus was on creating Scope and Sequences for Mathematics, English and Spelling. These Scope and Sequences were created and in 2021 we will implement the documents.</p> <p>We also focused on classroom teaching programs and learning accommodations and adjustments. It was clear that teaching staff wanted further professional learning to cater for the diverse needs of students who have additional needs. In 2021 teaching staff will complete training in this area. We will also implement the new High Potential and Gifted and Talented policy.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2747.00)</li></ul>

**Process 2:** Design systems that encourage teacher and non-teacher improvement including Performance and Development process, accreditation, time for collaboration, peer review, lesson study and feedback.

Evaluation	Funds Expended (Resources)
<p>In 2020 our school created a consistent Teacher Observation template to ensure, when completing formal lesson observations through the PDP (Professional Development Plan) process (minimum 1 per semester) that teachers knew what the intention of the lesson observation were and the areas of feedback that were to be addressed. These activities were interrupted by Covid 19 restrictions however in 2021 we will continue to ensure this happens regularly.</p> <p>Teacher PDP goals were created in genuine consultation with the Principal. Goals were created that are strategically linked to the school plan. Areas of focus included the Literacy &amp; Numeracy Progressions and the Australian Professional Teaching Standards. In 2021 teacher PDPs will align with the</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3050.00)</li></ul>

**Progress towards achieving improvement measures**

new school four year plan and strategic directions.

## Strategic Direction 3

### Community

#### Purpose

- To develop stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of all students.

#### Improvement Measures

Parents who regularly attend P&C meetings demonstrate a clear understanding of the three-year strategic directions, annual milestone and budgets that support key initiatives.

Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication.

#### Progress towards achieving improvement measures

**Process 1:** School analysis of student performance data is provided to the community on a regular basis. The school leadership team engages the school community.

Evaluation	Funds Expended (Resources)
In 2020 parent and community engagement was extremely limited due to Covid 19 restrictions. Online learning enabled parents to assist and view their child's work on the SeeSaw communicative tool. In 2021 students in the 3-6 class will continue to further develop their skills in using Google Classroom and parents will be able to view their children's work online. The K-2 class will continue to utilise SeeSaw to showcase class work in 2021. In 2020 our school completed parent interviews by phone to ensure that parents were being provided with updates on their child's performance. Reports were sent home every semester.	

**Process 2:** Build the profile of the school within the community through technology, communication and involvement in community events and groups. Promote an appreciation and understanding of the role the school plays in the local community.

Evaluation	Funds Expended (Resources)
Due to Covid 19 restrictions the school was unable to be involved in community events as most were cancelled in 2020. The school profile was improved by upgrading the school website and advertising our school to the local community through the Tarago Times magazine and creating a new 'Welcome to Tarago Public School' Sign at the front of the school. In 2021 we will implement the Tell Them From Me surveys with the students, staff and parents so that everyone has a voice and can provide our school with feedback to further improve our school.	

**Process 3:** Clearly communicate current pedagogy and understanding of syllabus content through a variety of modes including:

- newsletters
- notes
- assemblies
- meetings

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

In 2020 these activities were restricted due to Covid 19. No parent workshops were delivered however with the relaxation of the restrictions in 2021 we will be providing workshops each semester. These workshops will be focus on student wellbeing and the school counsellor will assist with the delivery.

In 2020 parents could not attend our school assemblies however we ensured that all parents had access to fortnightly newsletters and that the school website was up to date with gallery photos of student activities and events.

In 2021 to promote parent understanding of 'what life is like at Tarago Public School', we will be sending home, each term, student workbooks to showcase to parents what it is the students have completed throughout each term.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$0.00)	Our school received no funding for Aboriginal Equity Loading.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$0.00)	The school did not receive funding for English language proficiency in 2020.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$7 695.00)	Our school received \$7,695 in Low Level Disability flexible funding this year. A school learning support officer was employed to support student academic learning in the classroom.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$5 797.00)	Our school received a total of \$5797 in QTSS funding. This money was used to support the creation of Professional Development Plans and the writing of successful individual goals. The school undertook professional observations of fellow colleagues teaching and spent quality time engaged in professional discussion reflecting on their practice throughout term 4, 2020. This is an area of continued focus for 2021.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$7 530.00)	Our school received \$7530 in socio-economic equity funding. A School Learning Support Officer was employed to support targeted student academic learning in the classroom and promote positive social skills development in the playground. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. The school also utilized Socio-economic loadings to support families with the purchasing of school uniforms and an array of extra-curricular activities throughout the school year.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	23	20	16	19
Girls	17	18	15	15

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.5	91.9	94.4	92.9
1	92.9	94	90.9	94.9
2	95	93.7	93.8	94.3
3	93.3	91.7	96	98.2
4	92.1	90.4	92.3	95.6
5	88.2	92.4	96.9	92.3
6	93.8	91.5	88.6	94.7
All Years	92.7	92.3	92.2	94.3
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

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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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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

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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

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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>	67,555
<b>Revenue</b>	586,803
Appropriation	567,103
Sale of Goods and Services	3,527
Grants and contributions	15,962
Investment income	112
Other revenue	100
<b>Expenses</b>	-594,958
Employee related	-505,720
Operating expenses	-89,238
<b>Surplus / deficit for the year</b>	-8,155
<b>Closing Balance</b>	59,400

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 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	37,101
Equity - Aboriginal	0
Equity - Socio-economic	7,530
Equity - Language	0
Equity - Disability	29,572
<b>Base Total</b>	492,121
Base - Per Capita	7,456
Base - Location	5,357
Base - Other	479,308
<b>Other Total</b>	14,070
<b>Grand Total</b>	543,292

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

Tarago Public School values opinions and ideas from parents, students and teachers. Responses are positive and both the parents and teachers value student well being. P & C meetings are held monthly and are used as a platform for collaboration and planning. Parent and community attendance has grown and members are eager to assist the school in obtaining teaching and learning resources and subsidising camp fees for students in years 3 to 6. The P & C is active in being present at community events and fundraising. Students share their satisfaction of attending Tarago Public School in a variety of ways such as small group focus and student surveys. This year P&C meetings could not occur due to Covid 19 restrictions however communication between the P&C and the school continued online.

In 2021 our school will focus a greater emphasis on genuine feedback from its' Parental community and implement student-voice forums. We will engage in the NSW DoE initiative, *Tell Them From Me surveys* to ascertain further feedback in what is working well at our school and the areas for further consolidation.

# 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.