

# 2020 Annual Report

## Taren Point Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Taren Point 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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Taren Point Public School

93 Woodlands Rd

Taren Point, 2229

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

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

9524 6379

## School vision

At Taren Point Public School we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful, confident and creative lifelong learners.

## School context

Taren Point Public School operates in a culture of inclusiveness, where strong student welfare programs and an inherent feeling of partnership within the school community, creates a dynamic and caring environment conducive to student learning. 49% of our students have a Language Background other than English, and we are proud that our school is both culturally sensitive and responsive to student and community needs.

The staff of Taren Point is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point Public School we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

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

### Quality Teaching and Learning

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, enabling students to become self-directed learners.

#### Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Staff integrate formative assessment techniques into their teaching practice measured through teacher programs, classroom observations and student work samples.

Increased opportunities for students to participate in learning that facilitate their skills to think critically and creatively.

#### Progress towards achieving improvement measures

##### Process 1: Formative Assessment

Implement formative assessment strategies using data, evidence and quality assessment tasks to inform teaching programs and the collaborative planning of learning goals for all students.

Evaluation	Funds Expended (Resources)
All teaching and learning programs incorporate formative assessment strategies. Data and evidence gathered from quality assessment tasks determine where to next for the teaching and learning cycle and is also used to develop learning goals for each student.	Professional learning sessions Casual teachers employed to allow for data evaluation and planning

##### Process 2: Data and Assessment

Learning is data driven and based on assessment and learning progressions to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Evaluation	Funds Expended (Resources)
Staff undertook professional learning lead by school services to increase the capacity of teaching staff to effectively use the National Literacy Learning Progression to monitor and demonstrate growth in student learning	School Services Team Professional Learning Sessions Casual relief days

##### Process 3: Professional Learning

Implement professional learning to develop skills and knowledge of literacy and numeracy teaching practices and the teaching of critical and creative thinking skills.

Evaluation	Funds Expended (Resources)
All teaching staff were involved in explicit professional learning focusing on the development of a whole school approach to teaching reading, targeting vocabulary, fluency and comprehension. Evidence based explicit teaching strategies were incorporated to optimise the learning progress of all students	School Services Support Casual relief days for planning, professional learning and implementation

## Strategic Direction 2

### Wellbeing and Community Connections

#### Purpose

To establish a culture of engagement, collaborative learning processes and facilitating meaningful partnerships with the wider community that result in positive academic and wellbeing outcomes for students.

#### Improvement Measures

Improved levels of student wellbeing and engagement.

Increased levels of connectedness and participation in school decision making by students, staff and community

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Due to the COVID-19 implication of remote learning, a greater emphasis was placed on the student's wellbeing. Processes were developed during this time to ensure that all students were in contact with their class teacher and had the opportunity to interact with class members using the conferencing platform Zoom. Our school chaplain also developed an at home mindfulness program. When students returned to school, we implemented the Zones of Regulation program across the school which provided students and staff with a common language to discuss and approach student wellbeing.	Professional learning sessions for staff  Casual relief to provide training for staff and student leaders.  Resources to implement Zones of Regulation across the school

##### Process 2: Community Connections

Collaborative partnerships are built with parents, communities and other organisations to support and develop students in our school community.

Evaluation	Funds Expended (Resources)
Due to COVID-19 restrictions our collaborative community partnerships were extremely restricted. The school investigated alternative arrangements to allow for established connections with community members to continue despite the restriction that we faced. Communications methods were essential to ensure all members of the school community remained informed about what was happening at school.	Technology purchases  electronic communication platforms

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	* Aboriginal background loading - \$1505.00	In 2020, the school had two students enrolled who identify as Aboriginal. Personalised Learning Pathways (PLP's) were reviewed and updated in consultation with the student and parents. Personalised goals were established and progress towards achievement was monitored.
<b>English language proficiency</b>	English language proficiency - \$9673.00	Students were identified by class teachers and learning support teacher for individual and/or target group instruction. Funds were utilised to purchase teaching resources to support student learning. Students demonstrated literacy growth as evidenced by assessments and progress on the literacy continuum.
<b>Low level adjustment for disability</b>	Low level adjustment for disability - \$44713.00	Individual Learning Plans (ILP's) reviewed and students progress monitored. Both in class and individualised support was provided to students with Learning and Support Teacher intervention and work with School Learning Support Officers to access the curriculum as well as the development of social skills for both individual students and small groups of students. Support was also provided for students with additional needs who do not have targeted funding.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching, Successful Students - \$15861.00	Staff used the allocation to observe colleagues teaching in their class to aid with the ongoing improvement of teacher quality across the entire school. A continued focus on promoting collaborative practices provided teachers with the opportunity to collaboratively plan and support each other.
<b>Socio-economic background</b>	Socio-economic background - \$7877.00	Family assistance was provided to students whose families were experiencing financial difficulties. This came in the form of incursion payments, textbooks and school supplies.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	44	49	46	55
Girls	40	38	37	45

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	96.4	93	97
1	94	94.6	94.6	96.7
2	97.5	94.9	95.6	95.1
3	93.6	96.1	89.9	95.1
4	90.9	91.9	97	95.2
5	93.4	92.4	91.3	96.7
6	89	89.5	90.3	96.1
All Years	93.5	93.8	93.4	96.1
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
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*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>	101,487
<b>Revenue</b>	1,185,325
Appropriation	1,089,686
Grants and contributions	95,217
Investment income	422
<b>Expenses</b>	-1,187,985
Employee related	-1,033,469
Operating expenses	-154,516
<b>Surplus / deficit for the year</b>	-2,660
<b>Closing Balance</b>	98,827

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>	83,874
<b>Equity Total</b>	73,768
Equity - Aboriginal	1,505
Equity - Socio-economic	7,877
Equity - Language	19,673
Equity - Disability	44,713
<b>Base Total</b>	822,967
Base - Per Capita	19,962
Base - Location	0
Base - Other	803,005
<b>Other Total</b>	40,228
<b>Grand Total</b>	1,020,837

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

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2020. The survey was completed by students in Years 4, 5 and 6, and 15 parents completed the survey.

### **Data results from the student survey.**

80% of students feel accepted and valued by their peers and by others at their school.

90% of students have friends at school they can trust and who encourage them to make positive choices.

89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

94% of students try hard to succeed in their learning.

81% students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

88% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

### **Data results from the parent survey.**

96% of parents feel welcome when they visit school.

87% of parents feel informed about their child's progress at school.

82% of parents spoke to their child's teacher 2 or more times a year about their learning.

77% of parents felt that teachers have a high expectation for their child to succeed.

90% of parents believe that their child feels safe at school.

# 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.