2020 Annual Report

Tirranna Public School

3222

Introduction

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

Tirranna Public School
Goulburn-Braidwood Rd
Goulburn, 2580
www.tirranna-p.schools.nsw.edu.au
tirranna-p.school@det.nsw.edu.au
4821 4645

Message from the principal

Tirranna Public School is a small rural school located seven minutes outside Goulburn. The school site overlooks surrounding rural farming land, providing our students with a picturesque and natural environment in which to grow and learn. The school receives strong support from the local community, maintaining strong partnerships with the Gundary Rural Fire Service and Wakefield Park.

At the conclusion of 2020 our school enrolment of 9 students included approximately 50% from diverse multicultural backgrounds and 45% identifying as Aboriginal and Torres Strait Islander. At the conclusion of 2020 our Family Occupation and Educational Index (FOEI) of 152 indicating a high level of need.

Throughout 2020 our school was part of three professional collaborations including the Goulburn Community of Public Schools (GCoPS), Tablelands Rural Education Community (TREC) and the Bong Bong Executive Network (BEN). Through these collaborations, students were offered a range of curricular and co-curricular opportunities. In 2020 our school experienced significant change and challenge due to COVID-19. This had the potential to negatively impact staff productivity and wellbeing, and the learning outcomes and wellbeing of students. However, our school worked effectively to maintain consistency in teaching and learning and to engage students in school based/video conferencing co-curricular activities and incursions while health and safety guidelines advised schools not to partake in off-site activities and excursions.

We are an extremely well-resourced school. Our students benefit from a one-to-one computer and ipad ratio. Technology is readily available and integrated across the curriculum, with commitment to ensuring that students develop the digital literacy skills required to actively contribute to and engage with a highly digitalised society. The school's wellbeing initiatives include promoting living a healthy and active lifestyle and using the Positive Behaviour for Learning (PBL) model with a focus on being respectful, responsible and showing pride. In 2020 a lower than expected percentage of students achieved our highest PBL award. Evaluation of our processes identified the significant change and challenge experienced throughout 2020 as a contributing factor. All wellbeing systems will be evaluated in 2021 to ensure effective, sustainable systems are in place.

Our teachers are university trained educators who expertly deliver a highly differentiated curriculum to our K-6 cohort through ensuring that the individual learning needs of all students are met each day. Throughout 2020 professional learning focused on embedding Formative Assessment practices to strengthen our differentiation and individualisation of teaching and learning for all students. Our teaching team have become leaders in this area.

In 2020 we conducted a situational analysis and identified the need to ensure that the most effective, evidence-based teaching practices are used by all staff and that monitoring of learning is strengthened to ensure that all students demonstrate growth. High expectations and aspirations will underpin a strategic and planned approach to wellbeing supporting students to connect, succeed, thrive and learn.

Our school staff consulted and collaborated closely with our broader school community to prepare our school's 2021-2024 School Improvement Plan. Two Strategic Directions were identified. Strategic Direction 1: Student Growth and Attainment and Strategic Direction 2: High Expectations and Engagement. Moving into this next phase of education at Tirranna Public School our school vision is that our students, staff and families will work in partnership to inspire students to become confident and engaged life-long learners who develop the skills needed to thrive and flourish in an increasingly complex world. In 2021 our whole school looks forward to the opportunity to participate in External Validation.

Our school takes pride in the quality teaching and learning programs and differentiated learning we offer all students, and feel proud of our strong student leadership programs. It is with great pleasure that our staff work in partnership with our wonderful students and families each day, ensuring that Tirranna Public School has a positive and effective learning culture where all students feel safe to grow, learn and thrive.

Ms Jessica Pryor

Acting Teaching Principal Tirranna Public School

School vision

Tirranna Public School endeavours to provide our students with a learning environment that is safe and nurturing, where learners can flourish and grow as respectful and responsible citizens and learners.

We value providing opportunities for student leadership and building a culture of student ownership of learning. We aim to provide students with a diverse range of engaging learning opportunities that are differentiated across K to 6 to maximise student learning outcomes each and every day. We value ensuring that we know students and where they are with their learning, and endeavour to put in place individualised learning to meet these needs.

We target essential learning across all KLAs whilst supporting students to develop essential skills for lifelong learning and future success. We value each and every member of our whole school community and actively work to build strong and effective partnerships.

School context

Tirranna Public School is a small, well-resourced K-6 school that is located 7 minutes outside Goulburn.

The school is strongly supported by the local community. The school is a member of the Goulburn Community of Public Schools (GCoPS). Our school works closely with the other small schools in the Tablelands Rural Education Community (TREC) small school network.

It is a school that is an important part of the local community and is part of a long community history. In 2019, Tirranna Public School celebrated its 150th year.

In 2020 9 children from 4 families attended Tirranna Public School.

The school has a strong culture of involvement in sporting pursuits and the performing arts and offers a broad based curriculum that is differentiated to meet the individual needs of all students.

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	Sustaining and Growing
LEARNING: Assessment	Excelling
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	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

Our school experienced significant change and transition between 2018-2020 with fluctuating enrolment due to a diverse range of factors. In 2020 school staff remained consistent which ensured continuity of learning, particularly during the COVID-19 Pandemic. Our SEF-SaS identified strengths in the areas of Assessment and Learning Culture.

ANALYSIS OF 2018-2020 SCHOOL PLAN

Strategic Direction 1: Quality Teaching and Learning

The key projects under the current school plan included a focus on reading, spelling and writing.

Our How2Learn practices included embedding the use of Success Criteria, using Learning Intentions and Learning Goals to guide teaching and learning. Our writing practices now have aligned success criteria and tracking against the Learning Progressions where students can easily follow explicit criteria to improve writing skills. Significant growth has been made when comparing our 2018 writing data against our 2020 writing data. Our How2Learn practices incorporated gradually embedding the meta-language for success (Language for Success) with students, staff and sharing this with our community. This included Growth Mindset, The Learning Pit, Feedback and The Power of Yet. Our pre- and post

assessments of students' understanding and use of these show significant improvement. The introduction of using feedback to clarify understanding of learning intentions, to elicit evidence of learning, to move learners forward, to activate students as learning resources for each other and to activate students who self-monitor against criteria (Wiliam) has had a high impact on student learning as we now see and hear students using this meta-language to self-regulate as they learn.

We now have a consistent and coordinated approach to assessment systems, particularly with our use of technology to collect, analyse and collate data to track student performance and growth, for planning and reporting purposes. Our planned approach to using Scope and Sequence documents across all learning KLAs ensured an explicit and planned approach to teaching, assessing and reporting on specific indicators and learning outcomes. Professional learning resources facilitated professional development in the area of Assessment, leading to embedding formative assessment practices school-wide. This approach was closely aligned with our work on introducing use of Feedback practices school wide.

Whole school introduction of Synthetic Phonics as a targeted LST program has had a broad impact on spelling results and reading, demonstrated in our internal diagnostic and summative spelling data.. Triangulated internal performance data using Synthetic Phonics assessments, sight word assessments, writing samples, South Australian assessments and weekly spelling assessments shows growth and progress for all students, including moving critically low students into the normal range. This focus on spelling allowed us to have a strategic approach to improving reading fluency and writing. We have seen significant growth in this area with students moving through reading levels at an accelerated rate in 2019 and 2020.

Our school focused on improving the learning spaces and the appeal and functionality of areas within the school. The library, school grounds and classroom spaces received necessary upgrades. An outdoor learning space was created that included portable seating and an outdoor whiteboard. A 'ceremonies' space was established, with upgrades to the garden, ground coverings and a stage area created around the flagpole. Significant improvements went towards the library to make this space functional as both a classroom and library space. Our front of school is undergoing landscaping to create a Peace Garden, native bush walk and this space will contain a large self-sustaining kitchen garden in 2021. Our students wanted us to source a garden shed to support this garden project, which has occurred.

The impact of the focus areas of SD1 have seen significant growth in students spelling, writing and reading. Our improved writing practices show that explicit success criteria is being used in conjunction with Learning Progression criteria to support student understanding of how to improve in writing and that explicit teaching programs and assessment practices have strengthened our reading, spelling and writing practices. We are seeing improvement aligned with learning goals, success criteria and Learning Progressions.

Strategic Direction 2: Effective Community Relationship

In 2020, we have not been able to offer these across our established learning communities as usual. Students have however not indicated a decrease in engagement or enjoyment of opportunities our school provided to fill this gap, and our student survey data over-whelming demonstrates a trend with students strongly enjoying the co-curricular opportunities we offer.

In 2020 How2Learn PL within our established learning community could not continue due to COVID-19. School-based How2Learn PL practices continued.

The targets that were set out for SD2 have not been as successful as intended due to a number of reasons. Strengthening community engagement will become a focus for the SiP 2021-2024.

Strategic Direction 1

Quality Teaching and Learning

Purpose

Tirranna Public School aims to achieve the goal of implementing 'Quality teaching and learning' school-wide by actively building and sustaining a student-centred learning environment and individualised learning opportunities. We aim to adopt a two-tier approach to achieving this Strategic Direction, by:

1. Establishing positive whole school culture:

We aim to do this by building and sustaining a learning environment that is focused on nurturing the well-being and welfare of each child. We will provide a learning environment where students feel safe and are confident to participate and engage with school opportunities. This will allow learners to feel happy at school and are then more likely to feel successful.

2. Being committed to continuously improving and individualising teaching and learning opportunities for students:

We aim to improve our teacher knowledge of each student using data from a variety of sources, including from meaningful assessments, so we can provide a more individualised learning program for a each student. This involves raising the awareness with students and parents about a student's development and progress in learning. We aim to have teaching staff access professional learning that allows them to implement valuable and effective teaching and learning programs.

Improvement Measures

Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes and the Literacy and Numeracy Learning Progressions indicators.
The school communicates with and consults with the learning community about student progress and learning growth, individualised goal setting in English and maths and about whole school strategic goals, and the community engages with this. The school will use data to evaluate impact and effectiveness..
Teachers are supporting students to achieve their individual learning goals in English and maths.
Students feel valued, nurtured and cared for while at school. Student survey data, attendance data and PBL engagement data will be used to evaluate this.

Progress towards achieving improvement measures

Process 1:   Learning Culture
  • Implement wellbeing programs that support the social, emotional and cognitive development of students.
  • Identify ways to make our school learning spaces engaging, creative and optimal for student-centred learning.
  • Embed student-centred, hands-on teaching and learning pedagogy that deeply engages our learners and optimises learning growth.

Evaluation	Funds Expended (Resources)
Our school used our 2019 wellbeing practices again in 2020. In 2020 Term 1, all our Wellbeing initiatives were being systematically implemented and led either by teachers or our student leaders. Our students were engaging with these initiatives and very motivated. Our PBL values and lessons are consistently used to reinforce Pride, Respectful and Responsible values. Throughout Term 2, 3 and 4 our students have been very interested in our whole school Pebble System and our teachers have been very diligent about using this. A white pebble was introduced to celebrate when no students are absent from school. We introduced a clearer whole class behaviour monitoring system that uses a chart and an arrow that displays the colour-coded levels On Track, A Little Off Track, Off Track and Very Off Track. This continues to correlate with our warning system as detailed in our Welfare and Wellbeing Policy. COVID-19 required teachers to scale back handing out	Nil

Progress towards achieving improvement measures

REVS due to hygiene concerns. We focused more on our Pebble System as a result. In 2020 student attendance remained a concern, which worsened during Learning@Home and in the terms that followed this due to the COVID-19 pandemic. Our school's FOEI of 152 and our attendance and welfare data identify that this continues to be an area of whole school focus and this will be reflected in our 2021-2024 School Improvement Plan.

Process 2: Clear Expectations for Learning
    • Teachers will use whole school scope and sequences and content indicators to plan and implement explicit curriculum.
    • Teachers will use How2Learn skills and strategies across all KLAs to promote improved student awareness of learning expectations and how to be successful.
    • Students will be supported to set personal learning goals, to give and receive feedback for improvement and to use success criteria to guide and evaluate their learning growth

Evaluation	Funds Expended (Resources)
COVID health and safety guidelines limited our school's ability to implement face-to-face initiatives to engage families in IEP goal setting meetings. Adjustments needed to be made to our school's approach to this, including the integration of inviting families to phone meetings and scheduled video conferencing meetings. Our families experienced significant additional pressure due to the pandemic, this hindered our ability to engage our community. Our data shows a clear drop off in engagement, particularly during Term 3 and 4. Our 2021-2024 SiP will reflect implementation of whole school improvement initiatives to engage students and families in growing a High Expectations learning culture.	Nil

Process 3: Assessment
    • Establish a culture of using continuous assessment practices to pre-assess and post-assess student knowledge and skills, monitor learning growth and achievement, identify gaps in student learning and whole school trends.
    • Establish whole school practices for collecting informative student learning data and using this to inform teaching and learning programs that target the individual needs of all students.
    • Establish individualised and differentiated teaching and learning pedagogy school wide, including using data to inform the implementation of targeted learning groups.

Evaluation	Funds Expended (Resources)
In 2020 our school's ongoing monitoring of student progress and performance K-6 has involved weekly analysis and interrogation of student work samples, assessment tasks and observations made by teachers. Teachers conducted corporate planning sessions and selected intervention strategies to develop explicit teaching and learning sequences to target gaps located in performance data. In 2020 our school used externally developed assessments (the South Australian Spelling Assessment, NAPLAN Check-in Assessments for Years 3 and 5, Phonological Awareness Diagnostic and PAT Testing). Our school ran a school-developed spelling intervention program modelled off the Lessons in Phonics Instructions program, running all pre- and post-assessments. Internal topic assessments were used in Mathematics and English. Students were referred to the school Learning Support team and/or school counsellor for further intervention as required. An SLSO was employed throughout 2020 to provide targeted Learning Support K-6 in aspects of literacy and mathematics.	PAT Testing licence/s Employment of SLSO (3 half days per fortnight) **Funding Sources:** • Literacy and numeracy ($200.00) • Flexible Equity loadings ($10500.00)

Process 4: Learning and Development
    • Teachers will engage in How2Learn PL and the school will have a scaffolded and planned approach to implementing this in their teaching.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
To evaluate our school's growth in practice in the area of using Formative Assessment, our school used the School Excellence Framework, What Works Best toolkit, the Australian Teaching Standards, our projection map showing Where were we? Where are we? and Where do we want to be?, annotated teaching programs, footage of leading professional learning across learning communities, Zoom recording of teaching team delivering PL to cluster learning community and student work samples from 2018, 2019 and 2020 showing our school's embedded Formative Assessment practices.. This data demonstrates significant impact and growth in teacher autonomy for routinely using Formative Assessment practices to clarify student understanding and learning, provide timely feedback to students and to support a culture of students self-monitoring progress in relation to Learning Goals, Exemplars, Learning Intentions and Success Criteria. Our 2021-2024 SiP will reflect initiatives for maintaining continuity of these quality teaching practices.	8 days teacher release for professional learning **Funding Sources:** • Professional learning ($4400.00)

Strategic Direction 2

Effective Community Networks.

Purpose

Tirranna Public School aims to create collaborative community networks for students staff and families. This will involve working within the TREC, GCops and wider Tirranna Public School and DoE learning networks, to establish a culture of rich and meaningful collaboration. These partnerships will strengthen our collective capacity and ability to provide students with a diverse and relevant range of learning experiences and opportunities that support the social, emotional and cognitive well-being of students.

Improvement Measures

An increased number of valuable opportunities for students through collaboration with learning networks.

Extra-curricular learning activities and learning programs across TREC. and GCoPS result in high student engagement.

Increased student/parent satisfaction with school and network initiatives. This will be measured through student and parent surveys.

Progress towards achieving improvement measures

Process 1: **Whole Child Development**
　• Provide a diverse range of relevant and needs-based curricular, co-curricular and enrichment opportunities to support the social, emotional and cognitive wellbeing of students.
　• Engage students in shared learning programs and experiences across the TREC and GCops Learning Networks.

Evaluation	Funds Expended (Resources)
Our school used the Student Satisfaction Surveys conducted in 2018, 2019 and 2020, Tell Them From survey data and annotations added to our Student-Reflection Tree to evaluate the impact of our ongoing initiative to improve the curricular and co-curricular opportunities offered at Tirranna Public School. Throughout 2020 COVID-19 hindered our cross-school collaboration and ability to participate in external excursions. Adjustments to planned initiatives were made to respond effectively to health and safety guidelines, resulting in significant participation in incursions via video-conferencing and the coordination of school-based co-curricular and curricular events. Planned curricular experiences across the Tablelands Rural Education Community Small School learning network, particularly in the area of participating in the Premier's Spelling Bee, holding collaborative Public Speaking and Debating activities, were impacted and became school-based activities. The 2020 data shows that our students are extremely satisfied by the range of opportunities and experiences they can access. Our 2021-2024 SiP will reflect implementation of initiatives for all students to access Aboriginal and Torres Strait perspectives.	Nil

Process 2: **Collaboration**
　• Engage students, staff and families in regular and planned collaboration to support building and maintaining strong partnerships and capacity building across Learning Networks.
　• Students collaborate across the TREC learning community to develop peer networks. Regular and planned opportunities are provided to reinforce these peer networks at sporting events, excursions, education events, student leadership opportunities, cultural days and end of year celebrations.

Evaluation	Funds Expended (Resources)
In 2020 our school has been unable to effectively provide opportunities for the whole school community (students, families and staff) to engage with broader learning communities. In 2020 COVID-19 significantly impacted our school's ability to engage with learning communities. This initiative has been	Nil

Progress towards achieving improvement measures	
significantly delayed.	

Process 3: **Educational Leadership**
    • School leadership will maintain a strong commitment to providing opportunities for staff from across the Learning Networks to collaborate and build collective capacity. This collaboration will be meaningful and enriching for staff, and will be scheduled and prioritised.

Evaluation	Funds Expended (Resources)
In 2020 our staff were unable to collaborate across learning communities as per usual practice due to COVID-19. Cluster professional learning across learning networks could not occur. Professional learning continued to be school-based. Our school conducted thorough SEF-SAS self-evaluation, PDP goal-setting reflections, self-reflection against the Australian Teaching Standards and used the What Works Best Tool-kit to evaluate whole school teaching and learning priorities. This supported establishing priorities for our 2020 Situation Analysis and 2021-2024 School Improvement Plan.	Nil Professional learning occurred during scheduled staff meetings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**2020 Aboriginal background loading allocation $7,557:** $7,000 towards employment of Classroom Teacher (0.6 FTE) and SLSO targeted Learning Support (3 half days per fortnight) $557 towards equity support for student resources **Funding Sources:** • Aboriginal background loading ($7 557.00)	All Flexible Equity loadings were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher 0.6 and SLSO (3 half days each fortnight). We used Learning Support timetables/rosters and records, Junior Class teaching & learning programs and assessments and IEP individual learning goals to evaluate the impact of these initiatives. As a result, we identified that we provided individual instruction in 2020 by delivering targeted literacy and numeracy programs to students identified as needing intervention instruction or extension. Student performance data collected throughout the year, including Check-in assessment data, Phonological Awareness data and PAT data indicated that our strategic use of these resources has been effective. Consideration will be given to allocating resources to this initiative in 2021.
Low level adjustment for disability	**2020 Low Level Adjustment for Disability allocation $15,901:** $15,901 towards employment of Classroom Teacher (0.6 FTE) and SLSO for targeted Learning Support (3 half days per fortnight) **Funding Sources:** • Low level adjustment for disability ($15 901.00)	All Flexible Equity loadings were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher 0.6 and SLSO (3 half days each fortnight).
Quality Teaching, Successful Students (QTSS)	**2020 QTSS funding allocation $3,500:** $3,500 contributed towards employment of Classroom Teacher (0.6 FTE) and SLSO for targeted Learning Support (3 half days per fortnight) **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3 500.00)	All Flexible Equity loadings were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher 0.6 and SLSO (3 half days each fortnight).
Socio-economic background	**2020 Socio-economic Background allocation $17,141:** $17,141 towards employment of Classroom Teacher (0.6 FTE) and SLSO for targeted Learning Support (3 half days per fortnight)	All Flexible Equity loadings were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher 0.6 and SLSO (3 half days each fortnight).

| Socio-economic background | **Funding Sources:**
• Socio-economic background ($17 141.00) | All Flexible Equity loadings were used to support a two-class model. Targeted individual instruction improved for all students due to employment of an additional Classroom Teacher 0.6 and SLSO (3 half days each fortnight). |

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	6	13	8	2
Girls	6	11	12	7

Our in-zone enrolment patch is relatively small and consists of only large rural properties, so there has been a trend of out of zone enrolments at Tirranna Public School- 2018 (100%), 2020 (76%) 2021 (56% 4 of 9 students will be in zone enrolments. 1 of these 9 students was in zone when first enrolled, however zoning has since changed. 5 of 9 can be classified as in zone in 2021 45% out of zone enrolment in 2021). Out of zone enrolment enquiries sight specific reasons for wanting to attend Tirranna Public School. 1. Wanting a small school environment because their individual learning needs can be catered for (working above or below) 2. Student suffers from a medical condition and the family would like a smaller school environment 3. Concerns relating to bullying in other schools

In 2020 our enrolment fluctuation is due to a variety of reasons. Commencing 2020 with 18 enrolments. a number of students enrolled in the private system, highly transient out of home care students enrolled in other school zones, a lack of affordable housing impacted a number of enrolments and a number of students moved into home schooling during the COVID-19 pandemic. Student and family satisfaction survey data indicates feelings of positive whole school culture and a focus on delivering quality education to all students.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	89.5	85.9	
1	100	89.7	86.5	81.9
2	89.2	90.8	92.7	72.3
3	100	74.5	93.7	73.7
4	91.4	93.4	69.5	78
5	88.6	89.1	90.1	43.7
6		88.2	96.1	66.7
All Years	92	87.7	88.8	67.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
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		92.5	92.1	91.8
All Years	94	93.4	92.8	91.9

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.

Our school has a FOEI of 132 indicating a medium level of disadvantage. Our school closely monitors attendance and works closely with families and School Services to support students to maintain high levels of attendance. Our school takes clearly defined steps to offer positive support to families when there are concerns about attendance. A number of whole school wellbeing initiatives were developed to encourage regular school attendance. Throughout 2020 low attendance periods correlate closely with Learning@Home during the COVID-19 pandemic.

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)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*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	43,770
Revenue	387,128
Appropriation	368,625
Grants and contributions	18,370
Investment income	133
Expenses	-375,359
Employee related	-326,737
Operating expenses	-48,622
Surplus / deficit for the year	11,769
Closing Balance	55,539

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.

In 2020 our closing balance of $55,539 did not reflect the 2020 planned budget where close to 100% of funds were allocated to staffing, resources and school initiatives. COVID-19 significantly impacted our school's ability to undertake various initiatives and we therefore carried over significantly more funds than anticipated. These rolled over funds will be carried forward into 2021 and will be allocated to school initiatives that target improvement in student learning outcomes.

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	0
Equity Total	40,600
Equity - Aboriginal	7,557
Equity - Socio-economic	17,141
Equity - Language	0
Equity - Disability	15,901
Base Total	306,589
Base - Per Capita	4,810
Base - Location	1,167
Base - Other	300,612
Other Total	20,453
Grand Total	367,642

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.

In 2020 our school collated all equity loadings to employ an additional classroom teacher (0.6 FTE) so our school is able to run a two class model 3 days per week and employ an SLSO 3 half days per fortnight. This ensured that the individual needs (Learning Support and High Potential) of our students were catered for. This allowed for an increase in individual targeted instruction.

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.

Our Year 3 and Year 5 students participated in the Check-in Reading and Numeracy Assessments throughout 2020. Our school's results were comparable with SSSG and State averages. In some cases our school achieved higher than the SSSG and State average.

Parent/caregiver, student, teacher satisfaction

Throughout 2020 satisfaction surveys were conducted with students, parent/caregivers and teachers.

Survey data demonstrated feelings of positive whole school culture and school satisfaction. This identified a need to improve school-wide communication channels with staff and with families.

Community consultation with parents/caregivers identified learning academic, wellbeing and engagement priorities. Staff consultation through conducting school self-assessment with the What Works Best Toolkit identified high expectations, data skills and use and learning culture priorities. These priorities are reflected in our schools 2021-2024 School Improvement Plan in Strategic Direction 1: Student Growth and Attainment and Strategic Direction 2: High Expectations and Engagement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Our school's traditional collaboration across the GCoPs and TREC Learning Communities was greatly impacted by COVID-19 during 2020. We were unable to participate in many of the sporting, creative and practical arts and academic extra-curriculars that have been part of the Tirranna Public School learning culture for many years. Our school participated in significant school-based extra-curricular activities in place of working across these networks. Our students were regularly given the opportunity to participate in online incursions, including viewing live stage productions, engaging in cross-school collaboration during Musica-Viva and interacting with an astronaut during the Mission to Mars webinar for students. Many in-school theme days eg Pirate Day, Study Buddy Day, Pyjama Day and participating in a Short Film Festival as part of our learning in English, were all shown to significantly support student wellbeing, engagement and satisfaction at school when students were asked to reflect on the 2020 school year. Our students also reflected on their Learning@Home experiences and students indicated that they enjoyed this and the support and learning tasks that teachers prepared.