

2020 Annual Report

Tangara School



TANGARA SCHOOL

5684

Introduction

The Annual Report for 2020 is provided to the community of Tangara 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.

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School vision

At **Tangara School**, we are committed to creating and inspiring life-long learners by providing a caring and vibrant learning environment that promotes and embraces students' strengths to ensure they are active and engaged, consistently moving forward in every aspect of their learning.

School context

Tangara School is in the beautiful Southern Highlands of NSW approximately an hour out of Sydney. The school provides educational programs for students from the age of four to eighteen years with an intellectual disability in the moderate to severe range, with often a range of additional, co-morbid disabilities. The school has five classes in 2018, with a total enrolment of 30 students.

Each student has an outcomes-based individualised program that is designed in consultation with parents and other support agencies. Tangara School offers opportunities for therapy support, integration and transition to post-school life.

School priorities include literacy, mathematics, student wellbeing programs, independent living skills, assistive and supportive technology and communication programming.

The school has developed excellent relationships with student families, the wider community and the very active and supportive members of the Parent and Citizens Association.

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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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

Tangara School is a School for Specific Purposes in the Southern Highlands of NSW. There are 5 classes, and students range from Kindergarten to year 12, with the only qualifying admission for students being having an Intellectual disability in the moderate or severe range. Care and compassion are of course vitally important, and indeed, the premier's priority of every student being known, valued and cared for is the corner stone of everything that we do. However, in 2017, I highlighted the fact that care and compassion cannot be ALL that we do. The Disability Discrimination Act (1992), the Disability Standards for Education (2005), National Disability Strategy 2010 - 2020 and the Disability Inclusion Action Plan (2018) of the NSW Department of Education specify that every child has a right to an education with the necessary adjustments to endure their equal access to the curriculum.

So, what did we do?

Firstly, it was important to have 'buy in' from staff, many of whom described uncertainty and anxiety about change. As this school has as many support staff as teachers it was important to keep discussions about the current school systems accessible, so I used post-it notes and coloured posters to generate ideas about the schools 'strengths', 'weaknesses', 'opportunities' and 'threats'. These were collated and typed up and returned for more discussion. From the SWOT analysis with professional learning about the current legislation around disability education, we were about to drill down and identify three strategic directions that we collectively felt that the school needed to head in; Working Smarter,

'Working Smarter' was our way of developing better programming templates, reporting templates and templates for planning and scheduling. It included the professional learning for teachers in Visible Learning, the idea of including students in the learning process, by involving them in the conversation about their goals and how we will know, together, if they attain their goals. We developed strategies that were put into place across the school that included narrowing the focus of Personalised Learning and Support Plans to 4 Visible Learning Goals: a reading goal, a writing goal, a maths goal and one personal goal. The goals were initially gleaned from the Numeracy and Literacy Continuums written by Para Meadows School, which then gave us data to collate about the skills that we could identify that student had already acquired, the skills we would explicitly teach and the rates of success.

In addition to Visible Learning strategies, we also introduced the idea of Project-based learning, as a way to build cross-curricular planning scaffolded on an inquiry question or real-world project. As much of authentic project-based learning is completely student-driven we have to accommodate the capacity of our students and focus more on posing a question then working collectively across multiple aspects of the Key Learning Areas to try to answer the questions. For example, the Assistant Principal Kendrah devised a project based on 'what makes the best mud for our mud kitchen?' Needless to say the experience was a hit with the students, engagement was wonderful to see and we were able to see just how creative teachers could be whilst ensuring Key Learning Areas were incorporated into authentic learning opportunities.

Our 'Transforming Learning' Strategic Direction incorporated turning every classroom into a flexible learning space, changing all the furniture, developing every outdoor area into outdoor nature-based learning spaces. Building a purpose-built Sensory Space, turning the old kitchen into a STE(A)M Makerspace, and making our school into a vibrant and engaging learning space. Our 'Wellbeing' Strategic Direction involved whole-school implementation of the ALERT program, explicitly teaching students how to recognise when they need to 'rev up' their engine, or 'calm down' their engine to be in the best space for learning.

In collaboration with Tangara school's Parents and Citizens Committee, one of the most important things we have done has been to redesign the school's logo and uniforms. The old logo was extremely dated, but the rebranding has inspired belonging and pride across the school community. Even the staff have the logo on shirts and wear it as our uniform.

The foundation to all my thinking around leadership is the inclusion of every voice, ensuring full comprehension of the ideology, the reason 'why' for any change, and offering ideas about the 'how'. We have implemented ideas about growth mindset, the power of collaboration, and holding the vulnerability of staff to be courageous in their innovation. The result is a cohesive and engaged team of professionals focused on students achieving their goals and improving their outcomes through much higher expectations.

The impact on the teachers was marked; all teachers have embraced the shift in thinking, have worked collaboratively on plans, building banks of 'kid speak' interpretations of the Literacy and Numeracy Progressions, embraced the new Visible Learning Personalised Learning and Support Plan templates and completely changed their focus to one of "how do I best encourage my students to learn?".

Tangara School has shifted the culture to one where we have high expectations of self and others, and are strongly focused on learning and ongoing learning throughout the whole school community.

Our work that we have done in developing pre-progressions, has enabled us to measure and assess the growth of every student against their own progress and goals, so that every student has a highly individualised program which focuses on their learning needs, building their participation in the learning journey, developing their voice, and instilling a desire towards independence and autonomy. Having more accessible levels of achievement coupled with robust tools for assessment and mentoring for moderation, has supplied us with the data we need to see that the changes we have wrought have been effective.

The school year of 2020, with the luxury of additional staffing supplied via the Staffing Methodology Review has enabled teachers to pursue 'Passion Projects' in team teaching, using music to teach mathematics strategies and development of the 'Tangara 5' positive behaviour support plan.

Strategic Direction 1

Working Smarter

Purpose

'Working smarter' means that we can do what we are doing, more effectively, more efficiently that will result in more impact. It builds on our expertise in developing literacy skills in our students to include the development of numeracy and all other KLA's. Working Smarter involves developing better methods of ongoing assessment and reflection, and utilising technology to make this task easier.

Improvement Measures

All teachers will have common assessment measures, will continually monitor and assess the learning of all students and develop inquiry-based programs that stimulate learning and offer concrete evidence of impact.

All students will have negotiated and visible learning goals that they are working towards which will result in an increased proportion of students achieving expected growth in Literacy.

All students will have negotiated and visible learning goals that they are working towards which will result in an increased proportion of students achieving expected growth in Numeracy.

Progress towards achieving improvement measures

Process 1: The **development of shared resources, planning and programs across the school** in creative, project-based learning, will support a consistent approach to pedagogy across the school. Staff will demonstrate high expectations and assess the achievements of every student, every day.

Evaluation	Funds Expended (Resources)
Overall, we have achieved everything we set out to achieve with this strategic direction. As a school, we have developed shared resources, planning and programs across the school including the creation of both Literacy and Numeracy Pre-progressions and cross-curricula scope and sequences. With the addition of a second AP, we have a consistent approach to pedagogy across the school. Staff demonstrate high expectations and assess the achievements of every student, every day.	\$4000 for resources and training opportunities The salaries of the two teachers who were on temporary contracts to back fill the classroom time for each AP: \$224235.16

Process 2: The Literacy and Numeracy Team, will develop **common assessment** frameworks, support all staff in trialling new lessons and encourage collaboration. A new reporting template will be designed and all communication methods to families will be reviewed.

Evaluation	Funds Expended (Resources)
The Literacy and Numeracy Team, in conjunction with the two Assistant Principals have developed common assessment frameworks, supported all staff in trialling new lessons and encouraged collaboration. A new reporting template was designed and all communication methods to families has been reviewed, with a focus on re-establishing the School website and online newsletter systems, with the core communication through Class Dojo.	The release of the AP's from class through the employment of two temporary teachers; \$224235.16

Process 3: **Professional development** opportunities during the year will focus on current research and developing a deeper, shared understanding of quality teaching in literacy and numeracy. Utilising technology better will develop and extend our collaboration and sharing of programming across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
Professional development opportunities focused on current research which developed a deeper, shared understanding of quality teaching in literacy and numeracy. We focused on project-based learning, visible learning and	The the release of the two AP's from class by the employment of two temporary classroom teachers;

Progress towards achieving improvement measures

developed excellence in formative assessment strategies.

\$224235.16

Strategic Direction 2

Transforming Learning

Purpose

'Transforming Learning' encompasses using our spaces more effectively in order to better develop our relationships with our students, build engagement and offer individualised and tailored learning opportunities to all students.

Improvement Measures

We will use our indoor and outdoor spaces in different ways that will challenge and engage students and staff, that will result in improving all school community members' physical literacy.

Evidence of incorporation of the expertise of allied health professionals will be evident in Personalised Learning Programs, class programs and daily lessons.

We will use our varied learning spaces to drive innovation in teaching and learning which will result in improved outcomes for students as measured by their progress along the Literacy and Numeracy Progressions.

Students will show an increase in engagement with their learning through participation in inquiry-based learning projects that will be displayed throughout the school.

Progress towards achieving improvement measures

Process 1: Professional Learning opportunities for all staff in pedagogy connected to innovative thinking within classrooms.

Evaluation	Funds Expended (Resources)
Professional Learning opportunities for all staff in pedagogy connected to innovative thinking within classrooms. resulted in consistent practice in reading using the 4 Blocks system, the sharing of resources, a focus on visible learning and formative assessment strategies and the initial design of the Tangara 5 behaviour System.	\$16018.62 I pads MoCOw \$6146.80 Tapit upgrade \$1659.50

Process 2: Establishment of **outdoors infrastructure**, for example, new playground and new outdoor classroom, removal of some of the concrete to be replaced by artificial turf and more purposeful outdoor spaces.

Evaluation	Funds Expended (Resources)
With the help of the OT, we now have established outdoors infrastructure , for example, new playground and new outdoor classroom, removal of some of the concrete to be replaced by artificial turf and more purposeful outdoor spaces. Students have a bike track encircling the playground, a huge climbing structure, a waterspout for 'heavy work' and a fully equipped Sensory Space for purposeful sensory remediation.	Kitchen garden \$12000 BBQ are for community, inculcating Tee Pee and astro turf \$1800 Bike track \$20000 shade sail and umbrella \$2908 soccer goals \$783.53 Water pump and channel \$7114.80

Process 3: Specialists, e.g., Occupational Therapists, Physiotherapists and Speech Therapists will **inform teachers planning and programming** of daily routines and facilitate development of a physical sense of self in students.

Evaluation	Funds Expended (Resources)
We have now embedded the ALERT program across the school and have a fully equipped Sensory Space with routines that classes can engage in to	\$20000 for OT

Progress towards achieving improvement measures

ensure students are 'in the zone for learning'.

\$15000 for resources

Strategic Direction 3

Wellbeing

Purpose

Using a foundation of understanding the sensory needs of students, developing strategies and resources to meet those needs, we will build wellbeing through a culture of understanding and expertise. We will encourage and facilitate student voice through more visible ways of learning and collaboration and develop social capacity through targeted playground programs and support.

Improvement Measures

All students will participate in the Sensory Space program through engagement in a program to build movement and fitness, participate in planning their own learning and assess the acquisition of their goals, be mindful and take notice of the environment that they learn in, they will connect with others both within the school community and outside in the wider community, and have opportunities to give back to their community.

All program planning is inclusive of daily movement activities which considers all students' needs to ensure equitable access to the activities.

Tangara High School Students will create, perform or volunteer their time to 'give back' to a local community group or facility.

Tangara School will adopt and promote Positive Behaviour for Learning and a culture of celebrating strengths and positive choices.

Programs will be written that demonstrate incorporation of the Five Ways to Wellbeing into class learning experiences.

Progress towards achieving improvement measures

Process 1: Professional Learning will be made available to staff in healthy living strategies, Managing Actual and Potential Aggression (MAPA), and Positive Behaviour for Learning (PBL) and engaging with the Five Ways to Wellbeing.

Evaluation	Funds Expended (Resources)
The impact of COVID-19 on the NSW Department of Education included the cessation of any face-to-face training. Consequently, we were not able to source our refresher course in MAPA, and have had to deliver our own version of PBL, the Tangara 5. One member of staff designed the strategy which is remembering a hand with 5 fingers which reflect each of the Tangara 5; Be Kind, Be safe, Help others, Try your best and Care for our school.	walkie talkies \$4400 pin boards \$3608 Heater at bus waiting area \$1204

Process 2: A service framework will be adopted across the school with opportunities for Allied Health Providers, Non-Government Organisations, National Disability Insurance Scheme coordinators and Health providers to work collaboratively with the school community to improve the wellbeing of all. This will primarily involve after school learning opportunities and community information meetings.

Evaluation	Funds Expended (Resources)
A service framework has been adopted across the school with opportunities for Allied Health Providers, Non-Government Organisations, National Disability Insurance Scheme coordinators and Health providers to work collaboratively with the school community to improve the wellbeing of all. This primarily involves after school learning opportunities and community information meetings, as is supported by our new staff room which doubles as a training room, and our resource library which will be open to teachers from other schools.	N/A

Process 3: Development of a scope and sequence that will overlay each of the five ways of wellbeing each term with an opportunity for students to drive one aspect.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
We have let the five ways to wellbeing go as we have achieved so much that this was an additional layer we felt was no longer required.	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$1800 for Bush Tucker garden</p> <p>\$1800 cultural signage for the Yarn Circle</p> <p>\$1650 for the murals</p> <p>\$800 on resources</p>	<p>Covid has pushed back many of our plans and the Bush Tucker Garden and Yarn Circle will be completed by the end of Term 1 2021.</p> <p>The murals are wonderful and have made the school a much brighter and lovely space.</p> <p>The resources have been added to the kits to build in cultural awareness in all KLA's.</p>
Quality Teaching, Successful Students (QTSS)	full allocation of QTSS in addition to SMR funds. \$10,391	All teachers in 2020 had a full day of Release from Face to Face which was supplemented by the Staffing Methodology Review. From this time, we have seen staff produce quality 'Passion Projects' highlighting the expertise of our teachers and reinvigorating the enthusiasm of teachers for their craft.
Socio-economic background	\$40440	Additional SLSO time to support the personal care needs of students across the school

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	18	17	16
Girls	12	14	12	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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.68
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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	260,745
Revenue	2,004,415
Appropriation	1,986,939
Grants and contributions	17,348
Investment income	128
Expenses	-1,934,093
Employee related	-1,657,824
Operating expenses	-276,268
Surplus / deficit for the year	70,322
Closing Balance	331,067

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	45,380
Equity - Aboriginal	4,540
Equity - Socio-economic	40,440
Equity - Language	400
Equity - Disability	0
Base Total	1,472,676
Base - Per Capita	16,090
Base - Location	1,803
Base - Other	1,454,783
Other Total	436,034
Grand Total	1,954,090

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.

Parent/caregiver, student, teacher satisfaction

Feedback form parents includes statement such as " *My child has never been happier at school*", " *The staff here are amazing*", " *love everything the school is doing*".

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.