

2021 Annual Report

Tanja Public School



3159

Introduction

The Annual Report for 2021 is provided to the community of Tanja Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

Tanja Public School's vision is to provide inclusion, diversity and excellence in education, where students become not only conscious of their own power to learn but enact their own learning with a sense of purpose.

School context

Tanja Public School has a small enrolment and is located 10 kilometres north of Tathra on the Far South Coast of New South Wales. School numbers have fluctuated over the last 10 years, with student numbers ranging from 7 to 25. We anticipate that this trend will continue in the future although with the introduction of a school bus in 2022 we hope to build our student enrolment and stabilise numbers between 15-35.

Through our situational analysis, we have identified the need to focus on a whole school approach to ensuring teaching and learning is explicit and engaging. Achieving our vision for students will be accomplished by building a foundation of knowledge and creating plans for success, continuing to learn to collect and evaluate data to inform decision making, and systematically embedding high-effect strategies to ensure sustainability.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our school motto, 'Not for ourselves but for all', underpins all that we do.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise outcomes for every student, all staff will teach explicitly, with high expectations, giving frequent and planned feedback. Students are on a journey to become self-directed learners who know their own progress and are confident in learning independently, with peers and/or with their teachers to navigate future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching supported by research
- Every student learning, not by chance, but by design

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,213.00

Socio-economic background: \$811.00

School support allocation (principal support): \$12,333.00

QTSS release: \$3,027.00

Professional learning: \$3,512.00

Location: \$7,408.00

Summary of progress

Our focus for 2021 was explicit teaching practices to improve phonics, writing, number sense, and place value. and To use visible learner dispositions and learning intentions and success criteria (LISC) to drive personalised learning. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practices and use of formative assessment to identify point of need with student learning. Professional dialogue on focus area teaching strategies drawn from evidence-base to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders.

We are confident that we are trending toward the progress measures. Increasing the percentage of students achieving in the Top 2 Bands has been supported by explicit teaching and teaching to each students' needs (personalised learning). Student achievement is measured by internal data, NAPLAN, Check-In Assessments and on-demand assessments in Assessing Literacy and Numeracy (ALAN).

Next year in this initiative we will work with teachers to continue to establish a process to provide staff with feedback on the implementation of explicit evidence-based teaching using LISC, evidenced in learning programs with reference to learner dispositions and continue to build fidelity. This will support further improvement in teaching practice and learning outcomes across the school for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands for NAPLAN reading to be trending towards 66%.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
Increase the percentage of students achieving in the top 2 bands for NAPLAN numeracy to be trending towards 50%.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be trending towards 60%.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards 60%.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
Progressions All students are working towards expected growth in Creating Texts using the Literacy progressions, PLAN 2 data and syllabus outcomes. Expected progression for stages are: K (CrT4), stage 1 (CrT7), stage 2 (CrT8), and stage 3 (CrT9).	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to all students working towards expected growth in Creating Texts using the literacy progressions has been supported by our initiatives of explicit teaching and using quality teaching strategies such as, 'The Writing Revolution', to explicitly teach writing that meets individual needs and measured by internal data and NAPLAN Assessments. We are confident that we are trending toward this progress measure and will continue to build teacher capacity and design and implement quality teaching.
School Excellence Framework Improve in the following SEF-SaS themes from baseline data taken in the Situational Analysis: <ul style="list-style-type: none"> • Individual Learning Needs (Wellbeing) - Sustaining & Growing towards Excelling • Differentiating (Curriculum) - Delivering towards Sustaining & Growing • Student Reports (Reporting) - Delivering and working towards Sustaining & Growing • Explicit Teaching (Effective Classroom Practice) - Delivering and working towards Sustaining & Growing • Data Use in Teaching (Data Skills & Use) - Delivering and working towards Sustaining & Growing 	Initiatives have contributed to the below progress measure results: <ul style="list-style-type: none"> • Individual Learning Needs (Wellbeing) - Sustaining & Growing - Teachers and Leaders follow well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual learning needs. • Differentiating (Curriculum) - Delivering - Through the use of LISC and quality explicit teaching practices differentiation of curriculum delivery within the classroom happens for some students with particular identified learning needs. The parents of affected students are advised about adjustments made. All students are not able to articulate their learning and demonstrate an understanding of what they need to learn next to enable continuous improvement. Evidence that this is an area for growth. • Student Reports (Reporting) - Sustaining & Growing - Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. • Explicit Teaching (Effective Classroom Practice) - Sustaining & Growing - Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. • Data Use in Teaching (Data Skills & Use) - Delivering - Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN and Check-in assessments, NESA writing samples) with internal measures to build consistent and comparable judgement of student learning.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

To ensure that every student is able to connect, succeed, thrive and learn, there will be a planned approach to a whole school wellbeing process that supports high levels of wellbeing and engagement. Community partnerships are visible and strong, giving students a deep sense of belonging and confidence through a broad connection to community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Community Partnerships

Resources allocated to this strategic direction

6101 Carry Forward Funds: \$11,276.00

Summary of progress

Our focus for 2021 was to develop and teach learning dispositions, developing the use the learning dispositions to improve wellbeing and engagement, attendance, and community partnerships. Focusing on professional development delivered by Corwin Australia, teachers were engaged in a face-to-face and course that explicitly taught what, how and why of visible learning dispositions. Staff also engaged with the 'Attendance Matters' resources and completed the online learning, 'Supporting Student Attendance'. Professional dialogue on focus area teaching strategies drawn from evidence-base to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student and parent surveys to reflect on success of embedded learner dispositions, teacher anecdotal assessments, and assessment of attendance data. This has been shared with all stakeholders.

Next year in this initiative we will work with teachers to continue to establish a process to provide staff with feedback on the implementation of learning dispositions and continue to build fidelity. We will continue to provide information regarding the importance of attendance and its impact on student wellbeing and engagement. This will support further improvement in teaching practice and learning across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase to 70% or above of students attending > 90% of the time.	We are trending towards our 2022 annual progress measure goal of 70% or above of students attending > 90% of the time. Increasing attendance in 2021, from 20% of students attending 90% or more of the time in Semester 1, to 49% of students attending 90% or more of the time in Semester 2.
Increase in positive responses to the school developed Parent and Student Wellbeing and Engagement Survey from 2020 baseline data.	Across the two parent surveys (end of Term 1 and beginning of Term 4) in 2021, there was an increase in positive responses in comparison to the 2020 baseline data. Areas of growth for 2022 from the results is to further work with parents on how to bring a clear and shared understanding of students' academic results, as well as their social-emotional development.
Increase in student engagement and achievement as measured in the Visible Learner survey from baseline data 2020.	The results indicate that we still have a way to go in terms of embedding visible learning authentically into our everyday school practice, language, and culture. Students do have a deeper understanding of engagement and achievement due to the lessons and discussions around our learning dispositions and our social/emotional program, <i>You Can Do It! (YCDI!)</i> .
School Excellence Framework Improve in the following SEF-SaS themes from baseline data taken in the	Initiatives have contributed to the below progress measure results: <ul style="list-style-type: none">• Attendance (Learning Culture) - Sustaining & Growing - Attendance data is regularly analysed and used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance

<p>Situational Analysis:</p> <ul style="list-style-type: none"> • Attendance (Learning Culture) - Sustaining & Growing working towards Excelling • Community Engagement (Educational Leadership) - Sustaining & Growing working towards Excelling 	<p>rates for all students, including those at risk.</p> <ul style="list-style-type: none"> • Community Engagement (Educational Leadership) - Sustaining & Growing - The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tanja Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • This funding was transferred to another school. <p>The allocation of this funding has resulted in: This funding was transferred to another school.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding was transferred to another school.</p>
<p>Socio-economic background</p> <p>\$811.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tanja Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching supported by research <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement cross curriculum literacy and numeracy programs to support identified students with additional needs. <p>The allocation of this funding has resulted in: Improved explicit teaching supported by research.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to utilise these funds in this way to positively impact student growth and attainment.</p>
<p>Low level adjustment for disability</p> <p>\$14,213.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tanja Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching supported by research <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs - development of needs-based learning and support programs in which teaching staff collaborated to build capacity in meeting the literacy needs of identified students.

<p>Low level adjustment for disability</p> <p>\$14,213.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue the impact of the learning support team, the school will provide additional support for identified students through the employment of a classroom teacher.</p>
<p>Location</p> <p>\$7,408.00</p>	<p>The location funding allocation is provided to Tanja Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching supported by research <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release. <p>The allocation of this funding has resulted in: Improved explicit teaching supported by research.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: continuing to participate in professional learning with other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tanja Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and resources in literacy and numeracy. <p>The allocation of this funding has resulted in: Improved student needs based teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: teaching resources and professional development to support student outcomes in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$3,027.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tanja Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching supported by research <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in: Improved explicit teaching with attention to individual needs.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$3,027.00</p>	<p>funding will be: After evaluation, the next steps to support our students with this funding will be: employing an additional teacher to allow staff teaching staff to observe and coach teaching practice..</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • providing intensive small group tuition for identified students who were identified as having gaps in their reading abilities • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: Literacy -Analysis of the data showed that the small group tuition has been implemented well in literacy across Years 2-5. Most students have met the expected growth intended by the MultiLit program. This is evidenced in a comparative review of student diagnostic and summative assessments provided by the program itself, classroom teacher observations and data collection, and the Phonological Awareness Diagnostic Assessment. Most students have demonstrated an increased ability to segment and blend unfamiliar words and read fluently with prosody.</p> <p>After evaluation, the next steps to support our students with this funding will be: Recommendations have been made for the MultiLit program to be run again in Semester 1, 2022, for those students still needing to fill gaps in their reading abilities, including phonological awareness and decoding. Following on from this, it is recommended that the COVID ILSP Coordinator engage in professional dialogue with the classroom teachers and conduct further assessments to identify the next area of need/focus for Semester 2 funding.</p>
<p>6101 Carry Forward Funds</p> <p>\$11,276.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tanja Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Artisan program (creative arts, performing arts and ceramics). • Music program • Kitchen garden program <p>The allocation of this funding has resulted in: Improved community connections and development and performance opportunities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise funds in this way to positively impact student engagement and wellbeing and community partnerships.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	11	12	11
Girls	4	0	2	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	90.4	81.4	89.1
1	68.2	78.4	89.1	
2	90.1	80.1	96.8	76.7
3		84	83.9	87.6
4		91	96.4	75.6
5	96.7	87.7	93.2	91.9
6	76.1		88.5	82
All Years	85.7	85.8	89.6	84.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	
2	93.5	93	92	92.6
3		93	92.1	92.7
4		92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5		91.8	91.5
All Years	93.3	92.9	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.18

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	102,533
Revenue	405,620
Appropriation	402,143
Grants and contributions	2,593
Investment income	84
Other revenue	800
Expenses	-421,024
Employee related	-355,013
Operating expenses	-66,011
Surplus / deficit for the year	-15,404
Closing Balance	87,130

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,100
Equity Total	15,127
Equity - Aboriginal	0
Equity - Socio-economic	811
Equity - Language	0
Equity - Disability	14,317
Base Total	314,392
Base - Per Capita	3,451
Base - Location	7,408
Base - Other	303,533
Other Total	51,974
Grand Total	449,593

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers were surveyed to assess engagement with the school, whether they feel informed and their support of learning at home. The parents/caregivers were sent the link via the school messenger group and notified in the newsletter. The survey was completed in Term 1 and then in Term 4, with a significant decrease in parent/caregiver completion of the survey.

The survey results indicated a small decrease in parents/caregivers feeling welcome at school which is likely the result of COVID-19 restrictions, with a parent stating, "Covid has definitely affected how welcome we feel at school". Focus areas in 2022 from these results is to further work with parents on how we can bring a clear and shared understanding of students' academic results, as well as their social-emotional development. And what conversations can we have with children to build a positive outlook, enthusiasm, and commitment to learning.

Students were surveyed using the 'Visible Learner Survey' which asked a range of questions regarding teaching and learning, their understanding and satisfaction of teaching and learning experiences at Tanja Public School.

The teacher related questions highlight that the majority of our students agree or strongly agree that teachers help them to understand what they are learning and provide helpful learning strategies. However, 25% of students either do not agree with or are unsure about the level of feedback that they receive from their teachers, foregrounding an area for improvement within the teaching and learning cycle.

Teacher feedback indicates high levels of teacher engagement and satisfaction at Tanja Public School.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.