

2021 Annual Report

Tarago Public School



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Introduction

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

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

Tarago Public School promotes and fosters a culture of care, respect and enrichment. We are committed to every student, staff member, leader and school improving every year. We strive to ensure this happens by promoting high expectations, personal growth and achievement for all of our students. We aim towards developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. Our school community works in partnership to prepare students who are positive, responsible, respectful and resilient global citizens.

School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn-Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas.

At Tarago Public School we provide an inclusive learning environment and empower students to take responsibility for their learning through our core values of being respectful, safe learners who 'Strive To Excel.' We deliver academic programs that challenge and provide our students with differentiated instruction and skills for future success. Students learn in comfortable and well-resourced classrooms. They use the latest technology which promotes engagement in their learning and every child has access to a device to assist in their learning.

Our staff are enthusiastic, dedicated and caring and provide a safe, supportive learning environment where every child is known, valued and cared for. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead and improve learning in an innovative setting.

Our students enjoy participating in a variety of extra curricular activities including music, Japanese, public speaking and sport to develop their confidence and talents. We also collaborate with the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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>

Strategic Direction 1: Student growth and attainment

Purpose

At Tarago Public School we will continue to create an engaging student-centred learning environment, through evidenced based high impact teaching practices, that guide, challenge and motivate all students to become effective, skilled problem solvers who can confidently apply thinking skills, mathematical reasoning and reading comprehension across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, reflective, evaluated by data informed practice and relevant to meet the needs of the students and 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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$9,140.00

Aboriginal background: \$2,976.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$7,696.00

Per capita: \$8,380.00

School support allocation (principal support): \$13,604.00

Professional learning: \$5,956.00

Literacy and numeracy: \$4,635.31

Summary of progress

Personalised Learning

Staff have completed professional learning to improve comprehension and vocabulary knowledge for student learning. Through the professional learning community, staff have strengthened their understanding and application to tracking and monitor student learning using PLAN2 with a particular focus on Focus on Vocabulary. The numeracy focus supported teachers to unpack and develop effective classroom practices in the area of Additive Strategies so that students could apply these strategies in mathematical knowledge and problem solving.

All teachers have a sound understanding of student assessment and data concepts. The school has implemented evidence based practices. The literacy and numeracy skills of students are explicitly supported by identified staff.

At the beginning of the year the school implemented the school's new Mathematics Scope and Sequence and began teaching mathematics in groups by ability four days a week. This has enabled more students to be extended in their learning. Teachers were supported by professional learning in the use of Numeracy Progressions to assist in personalising learning and understanding. Teachers continued to deliver quality, explicit teaching and learning programs, which catered for the individual needs of the students in their class. Programs were designed with a clear focus on modelled, guided and independent learning with differentiated activities to ensure improvements in numeracy. Programs clearly stated learning intentions, success criteria and key mathematical vocabulary which enabled students to gain a deeper understanding of the intended outcome of the lessons.

Next year we will be an Accelerator adopter school. We will implement the K-2 Syllabuses in English and Mathematics and share learning with the Professional Learning Community to explore and develop deep understandings in the new K-2 Syllabuses.

Data Driven Practices

Class teachers used rollover 2020 data to inform and differentiate their teaching and learning by tracking student progress on the Literacy Learning Progression through PLAN2 and a range of internal tracking mechanisms. This further enabled the monitoring of consistency of judgement. Staff continued to review data in a systematic and explicit manner every five weeks and this data was used (i.e. internal assessments, PLAN2, literacy data, Essential Assessments and Check in Assessments) as the basis for differentiating teaching and learning programs to better support the increasingly varied learning needs of students K-6. Professional learning was provided for all staff on a Focus on Vocabulary via online learning.

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
Improvement in the % of students achieving in the top 2 bands to be above the network's lower bound targets in reading of 44% and in numeracy 34%.	<p>Assessment data is collected in literacy and numeracy on a regular and planned basis. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identifying, interventions and modify teaching practice. Consistent and valid teacher judgement about data is evidenced across the school. We are pleased with the progress made in using data to inform planning.</p> <p>Our progress towards increasing the percentage of students' achievement expected growth in reading and numeracy is tracking towards meeting the reading and numeracy target. We are confident that our 2022 activities along with regular Professional Learning Community learning days will allow us to strengthen our processes and practices to capture learning growth in reading and numeracy.</p>
Improvement in the % of students achieving expected growth in reading to 50% and numeracy of 50%.	<p>Through ongoing assessment, differentiated learning is responsive to students' needs and point in time learning. Our practices of pretesting prior to new learning gives us base line data to informing where to next in the teaching and learning program for each student.</p> <p>Consistent and valid teacher judgement about data is evidenced across the school. Utilising the NSW Department of Education Check in assessments for Years 3-6, Essential Assessment and school internal assessment, have supported teachers to extend students to reach the lower bound network target in reading and numeracy. We are confident of embedding practices to extend our students beyond what they think they can learn.</p>

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

At Tarago Public School we will continue to provide a safe, supportive and innovative environment where every child is known, valued and cared for and actively connects to their learning. To ensure that all of our students are able to connect, succeed, thrive and learn, quality school wellbeing policies, plans, programs and procedures will be planned effectively to meet the needs of all students, staff and 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 Processes

Resources allocated to this strategic direction

Summary of progress

The school community and families share responsibility for student learning and wellbeing. We work together to create positive attitudes to learning, develop shared understandings of how children learn and build on the families' capacity to support learning at home. The wellbeing of all students is explicitly supported by all staff. The school has implemented evidenced based practices. This has resulted in improvements in student engagement and wellbeing to support learning. In order to measure our effectiveness within this strategic direction we undertook evaluative practices in line with the descriptors within The School Excellence Framework. Student data collected from the Tell Them From Me Surveys, Life Skills Go tracking and measuring students' emotional state and readiness to learn data and general observations throughout the year indicate that our students have a strong sense of belonging, are engaged and happy at school.

Our progress towards increasing the percentage of students demonstrating positive wellbeing is tracking beyond meeting the target.

What are the implication for our work future directions and next steps?

- Use success criteria to embed high expectations and receive feedback for students' wellbeing goals.
- SLSO employed to support student learning and wellbeing.
- IEPs and learning adjustments implemented for individual students
- Addressing geographical isolation (subsidizing transport and costs of extra-curricula activities)

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
2021 - Systems Negotiated Target Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations of success, advocacy at school) to a minimum of 60%	Our collective responsibility for student learning, wellbeing and success to enhance advocacy at school has been quite successful. The percentage of students demonstrating positive wellbeing (sense of belonging, expectations of success, advocacy at school) has exceeded the minimum target of 60% to 90%.
Improvement in percentage of students attending 85% of time to the lower bound of the system negotiated target (65%).	Through engagement for students at school we have noted that our attendance has remained at a constant high. We have reached our target in the percentage of students attending 85% of time from the lower bound of the system negotiated target (65%) to 86.4%.

Strategic Direction 3: Educational Leadership

Purpose

At Tarago Public School staff will demonstrate the capacity to lead a collaborative, consultative culture of continuous improvement, which is evidence - based and research informed, so that every student, every staff member, every leader and the school improves every year.

Staff will model instructional leadership and demonstrate high quality teaching practices and share responsibility for student improvement in literacy and numeracy across the school and create a culture of high expectations resulting in sustained and measurable improvement.

Staff will continue to improve their professional competence and keep up to date with the latest quality practices in teaching, assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the 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.

- High Performance Culture

Resources allocated to this strategic direction

QTSS release: \$6,502.84

Summary of progress

As a PLC there is a focus on distributed instructional leadership collective efficacy, consistent teacher judgement to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning. The Quality Teacher Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice. This will be used to guide planning of classroom and assessment. Staff have evaluated how professional learning has contributed to their individual growth and the impact on their work, including their overall capability to contribute to the school. Research by CESE has shown the direct connection between school leadership, teacher professional learning and improved student outcomes. For 2022 the PLC will demonstrate commencement practice in the key Practices for Instructional Collaboration Matrix.

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
THE PLC will demonstrate commencing practice at the key Practices for Instructional Collaboration Matrix.	Teachers are working collaboratively at building their collective efficacy. The PLC are collecting data that identifies student progress. Completed Professional Learning in the use of plotting students in PLAN2 for the allocation of COVID ILSP. We have aligned school plans. Across the network and within our PLC there has been a combined focus on developing teachers classroom strategies in vocabulary towards meeting the network target in reading.
The school (as a member of the PLC) will demonstrate elementary descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice. The school collects and analyses student progress and achievement data to identify areas for further development.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,140.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff to support student learning, Employment of SLSO to support students with additional learning needs, Additional staffing to implement MiniLit and MultiLit programs to support identified students with additional needs. <p>The allocation of this funding has resulted in: Teachers deliver quality teaching and learning programs to meet the needs of every student. Students have achieved quality learning outcomes as evidenced in the placement of students on the Literacy and Numeracy Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to support our students with this funding by employing an SLSO to assist in literacy and numeracy groups to support our trajectory towards achieving targets. Stage based maths groups will continue next year to ensure differentiated learning based on student needs and personal learning goals being achievements.</p>
<p>Aboriginal background</p> <p>\$2,976.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarago Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: PLPs have been developed in consultation with parents and carers and regularly assessed and evaluated for future learning goals. Teachers effectively utilise the Literacy and Numeracy Progressions to support student learning and achievement. Resources were purchased. The AECG provided an endorsed list of texts and resources for inclusion in the classroom book boxes. These were purchased in 2021 to provide a richer diversity of quality texts to extend student understanding and build teacher capacity in Aboriginal education.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to conduct three way interviews with parents, students and teachers to write PLPs. Additional SLSO support for Aboriginal students will continue in 2022.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$2,400.00</p>	<p>all four phases of English language learning at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: EaLD students have been identified on the framework and supported through quality teaching and learning programs. The EaLD survey has been completed and uploaded. EaLD framework and EaLD progressions reflects improvements in student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue providing additional support for EaLD students in class.</p>
<p>Low level adjustment for disability</p> <p>\$7,696.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students have been supported through quality teaching and learning practices. Student learning outcomes have been assessed and reported on. Student learning outcomes have improved as evidenced in their placement on the Literacy and Numeracy Progressions. Students with additional learning and support needs have received support in the form of inclass and withdrawal individual, small group and targeted teaching in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to support our students through the employment of an SLSO to provide additional support to students.</p>
<p>Location</p> <p>\$0.00</p>	<p>The location funding allocation is provided to Tarago Public School to address school needs associated with remoteness and/or isolation.</p> <p>The allocation of this funding has resulted in: All students being included in learning activities both at school and on excursions or camps regardless of the family's financial status. The funding also assists with employing an SLSO to assist children who require additional assistance when participating in teaching and learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to spend the location funding allocation in the same way next year.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$4,635.31</p>	<p>literacy and numeracy learning needs of students at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: an increase in the average benchmark level in Kindergarten from 7 to 14 and an increase in the average year 1 benchmark level from 18 to 22.</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchase decodable texts as required for the New K-2 Syllabus. Purchase online learning subscriptions such as Typing Tournament for Year 2-6 so that year 3 in 2022 will be ready for NAPLAN online.</p>
<p>QTSS release</p> <p>\$6,502.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarago 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"> • High Performance Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Quality teaching and learning practices in classrooms have been observed through class visits - both formal and informal. All staff have a Performance and Development Plan which forms part of the QTSS program. Staff are highly reflective of their teaching and learning practices and they collaborate to provide a quality education for every student. The QTSS program allows for ongoing support of teachers to ensure the delivery of quality learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next year we will plan to collaborate with our local Professional Learning Community to include Quality Teaching Rounds each term to further develop teacher capacity in providing quality teaching and learning programs for all students.</p>
<p>COVID ILSP</p> <p>\$23,599.95</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

COVID ILSP

\$23,599.95

The allocation of this funding has resulted in:

The allocation of this funding allowed for the implementation of intensive small group tuition program, meeting students' "point of need" in literacy, as identified through rigorous student assessments. The students in the program have achieved significant progress towards their personal learning goals. All students demonstrated progress in their reading and comprehension skills.

After evaluation, the next steps to support our students with this funding will be:

Next year we will continue to provide COVID ILSP groups for students who require additional tutoring in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	20	16	19	20
Girls	18	15	15	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	94.4	92.9	88.1
1	94	90.9	94.9	80.8
2	93.7	93.8	94.3	89.7
3	91.7	96	98.2	89.6
4	90.4	92.3	95.6	93.1
5	92.4	96.9	92.3	93.6
6	91.5	88.6	94.7	92.2
All Years	92.3	92.2	94.3	88.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	59,400
Revenue	659,062
Appropriation	581,416
Sale of Goods and Services	2,874
Grants and contributions	74,715
Investment income	57
Expenses	-636,182
Employee related	-536,509
Operating expenses	-99,673
Surplus / deficit for the year	22,880
Closing Balance	82,280

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	0
Equity Total	44,636
Equity - Aboriginal	2,977
Equity - Socio-economic	9,141
Equity - Language	2,400
Equity - Disability	30,119
Base Total	500,934
Base - Per Capita	8,382
Base - Location	5,740
Base - Other	486,812
Other Total	14,969
Grand Total	560,539

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.

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.

Our progress in relation to school growth in Reading and Numeracy has been supported by literacy and numeracy teaching and learning experiences that are targeted, individualised and specific to the needs and abilities of our students. Evidenced -informed, research based programs are embedded K-6 and measured by quantitative external data and qualitative internal processes.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought the opinions of our parents and students through ongoing reviews including parent meetings, phone calls, sms messages and informal day to day conversations. We have focused our analysis on the following areas:

Parents feel welcome and are informed. Parents have identified that the Facebook page, school newsletter and SeeSaw are their primary source of school information and celebration of success. Parents appreciated the photos and messages staff uploaded to celebrate their child's learning and wellbeing goals.

The schools supports learning and parents feel that their children are supported to achieve their individual learning and wellbeing goals.

Our students completed the Tell Them From Me Survey and the results showed that 90% of our students felt a sense of belonging at school and that they felt safe. 90% of students felt that there were high expectations for learning as well.

At Tarago Public School the entire school community feels valued. We involve volunteers, local sport coaches and music teachers to assist with additional programs being delivered.

We are an inclusive school where students, teachers and parents work in partnership to promote high expectations, personal growth and achievement for all students. Our learning environment is connected, inclusive and future focused. We strive to promote positive, resilient , well balanced and empowered learners, moving towards a life-long pathway to becoming active global citizens.

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.