

# 2021 Annual Report

## Taren Point Public School



3168

# Introduction

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

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

## School contact details

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Taren Point Public School  
93 Woodlands Rd  
Taren Point, 2229  
<https://www.tarenpointps.nsw.edu.au/>  
[tarenpoint-p.school@det.nsw.edu.au](mailto:tarenpoint-p.school@det.nsw.edu.au)  
9524 6379

## Message from the principal

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2021, the year that offered so much optimism and hope but ended up being one of the most difficult for so many reasons. I don't need to remind anyone about the remote learning and lock down period, however, I would like to congratulate and thank the students, the incredible Taren Point Staff and all the parents and family members for getting through this time. The period lasted approximately double the length of the remote learning period from 2020. The students were amazing. When I did stick my head into the Zoom lessons, they were all so positive and happy to be interacting with their classmates. The staff went above and beyond all expectations. Work packs were prepared for pick up or postage depending on which LGA you live in, whole school zoom lessons were held covering various areas including cooking, art and PE and ensuring the students stayed connected to their classmates. Parents became teachers, and everyone did an amazing job. The resilience that was shown was incredible.

The year also brought a few changes to Taren Point. Firstly, we grew a class and had to use the church as a classroom. Mrs McNally started the year with Kindy but left at the end of Term 2 to have her beautiful baby girl. Lucky for us, we were able to replace Mrs McNally with the outstanding Mrs Wylie and Mrs Wheeler. Both slotted into the Taren Point way of doing things seamlessly. We also said goodbye to Mrs Love the school chaplain during Term 2 but we were extremely fortunately to replace her with the amazing Mrs Jamieson, who made her presence felt right across the school running wellbeing and social lessons in all classes. Mrs Bowmer also returned to Taren Point, teaching RFF lessons on a Monday.

I would like to take this opportunity to thank a number of people. Mrs McLean, Merci beaucoup. Your dedication to our school is incredible and everyone benefits from it. All the teaching staff, you are what makes Taren Point PS so special. What you do for the students is second to none.

The P&C. Thank you to the executive of our P&C Mrs Wyld, Mrs Bonnefin, Mr Morris, Mrs Trevena and Mrs Iagunkov your support of our school is invaluable. The P&C have supported the school this year with contributing toward the purchase of a number of large essential items and organising many events. Plus the huge involvement in the French Market.

To the 2021 student leaders, Georgia, Matthew, Anna and Lukas. Thank you for being the most amazing student leaders, nothing has ever been too much of a hassle for you. You have been outstanding role models for the rest of the school. You have left big shoes to fill.

Every student at Taren Point has made gains in their learning. Every student should be immensely proud of themselves. You have learnt so much throughout the year, improved across all learning areas, shown so much resilience and made the transition back to learning at school look easy. Well done. Congratulations on all your hard work and dedication this year.

James Nobbs

Principal



## School vision

Taren Point Public School inspires all students to strive for excellence through a supportive environment, quality teaching and learning and high expectations. A safe learning environment and a whole school focus on student wellbeing ensures that the students will be engaged learners and will develop the necessary skills to be active and informed citizens.

## School context

Taren Point Public School is a small public school located next to the Georges River in the Sutherland Shire. Fifty percent of students have English as an additional language or dialect. Taren Point Public School is one of only three schools in NSW to offer a French Immersion program where students receive five hours of French language tuition while following the NSW Syllabus for the Australian Curriculum.

The school offers a wide range of learning opportunities that focuses on success for all students. Our school's core priorities are literacy, numeracy and student wellbeing, ensuring a strong foundation to build all other learning. The staff of Taren Point Public School is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child.

Taren Point Public School strives to develop the whole child, providing learning opportunities for students in the performing arts, sport, digital technologies, gardening club and through our partnership with the local retirement village.

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

Areas identified from our 2020 Situational Analysis have been used to develop this Strategic Improvement Plan. These include uplifts required in both literacy and numeracy to reach our system negotiated targets and development of wellbeing initiatives to improve student engagement and learning.

We value our partnership with the Community of Schools Across the Waters (CoSAW) which provides many opportunities for students and staff including: transition programs for Stage 3 students, professional learning for staff and the ability to support and share resources that will provide quality learning for all students.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our 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	Delivering
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

We will maximise the learning outcomes in literacy and numeracy for every student through the use of assessment, data and expert knowledge of the curriculum. Staff will use data collected to monitor student growth and achievement to determine 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.

- Data skills and use
- Personalised Learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$35,938.00

**Literacy and numeracy:** \$5,604.45

**Integration funding support:** \$17,723.00

**English language proficiency:** \$28,669.00

**QTSS release:** \$2,083.56

**Literacy and numeracy intervention:** \$520.89

**Aboriginal background:** \$1,514.83

### Summary of progress

The COVID-19 remote learning period that lasted for 13 weeks over Term 3 and part of Term 4 greatly impacted on the implementation of the initiatives of Strategic Direction 1.

The teaching sprints that we were completing as part of the professional learning community with Como PS and Woronora River PS will continue next year. The alliance formed with Como PS and Woronora River PS also provided the staff with the opportunity to complete quality teaching rounds on same grade/stage classes that are not available due to the nature of being a small school. These were also disrupted by the remote learning period. These are scheduled to occur again in 2022.

2021 saw a whole school focus on literacy, and specifically vocabulary and fluency. Professional learning was held to ensure consistency across the school. This focus has seen an increase in achievement in learning outcomes in reading.

2022 will see the focus change to numeracy as this is the identified area.

### 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 proportion of students achieving in the top two NAPLAN bands in numeracy by 4% moving toward system negotiated target lower bound requiring uplift of 8%	The school did not reach the required increase in students achieving in the top two bands for NAPLAN numeracy. Numeracy is a whole school focus for 2022
Increase the proportion of students achieving in the top two NAPLAN bands in reading by 5% moving toward system negotiated target lower bound requiring uplift of 9%	The school exceeded its target of reaching the system negotiated target lower bound for reading, falling just short of reaching the target upper band of 49% of students in the top two bands for reading

<p>Increase the proportion of students achieving or exceeding their expected growth in numeracy</p> <p>Increase the proportion of students achieving or exceeding their expected growth in reading</p>	<p>The increase in proportion of students achieving or exceeding their expected growth in numeracy was not met. Numeracy will be addressed in staff PL and will be focused on by all classes.</p> <p>The increase in proportion of students achieving or exceeding their expected growth in reading was met. Reading will continue to be a major focus throughout 2022.</p>
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## Strategic Direction 2: Wellbeing

### Purpose

The development of a whole school wellbeing approach will support improved student engagement and overall wellbeing. This will ensure that all students are able to connect, succeed and thrive.

### 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

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$7,595.00

**Professional learning:** \$520.89

**QTSS release:** \$520.89

**Socio-economic background:** \$7,068.05

### Summary of progress

The wellbeing of students is a priority at Taren Point PS and 2021 has shown the importance of ensuring the wellbeing of all students and their families. The return to remote learning for Term 3 and part of Term 4 in 2021 prioritised the need to ensure all students were able to connect and continue to have a sense of belonging at Taren Point PS. On the return to onsite learning, the priority was student wellbeing. This was addressed by revisiting the PBL lessons and then reintroducing all students to the Zones of Regulations to ensure there was a common language within the school for all aspects of school life. The school Chaplain established structured activities for lunch and recess that allowed students to reconnect in a more controlled environment and this was well received by approximately 20% of students. The Chaplain also ran lessons across all classes about friendship and inclusion. These activities aided in the reconnection of our students upon their return to onsite 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
Increase the positive sense of wellbeing of students by 4% toward the system negotiated target lower bound requiring uplift of 8%	There was a reported increase in student's positive sense of wellbeing, although it was not as much as proposed. This could be due to a number of factors that were brought on by the remote learning period and a disconnect from peers and normal school life.
Increase the attendance of students over 90% of the time toward system negotiated target lower bound requiring uplift of 6%	The attendance of students over 90% of the time increased and we were able to achieve the system negotiated target lower bound. The continuation of current procedures should continue the trend and potentially achieve the system negotiated upper bound.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,723.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Taren Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students that required support and adjustments to achieve their learning goals have had the support of a School Learning Support Officer (SLSO). The school Learning Support Team conducted regular assessments to identify the needs of the students. A number of students were identified to be withdrawn for participation in the intervention program MiniLit. Students that received support demonstrated growth toward their learning goals and outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Learning Support teacher and class teacher will monitor progress of students and ongoing data collection to ensure students are achieving their learning goals. Where required, identified students will be allocated SLSO time to support their learning.</p>
<p>Socio-economic background</p> <p>\$7,068.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Taren Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students whose families were experiencing financial difficulty were able to participate in extra curricular activities and they were also provided with school resources and uniforms</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support our families to ensure that all students are able to equally participate in all school activities.</p>
<p>Aboriginal background</p> <p>\$1,514.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Taren Point 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$1,514.83</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• teachers planning explicit strategies to engage Aboriginal students to ensure that literacy and numeracy outcomes of Aboriginal students improve</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Casual relief provided class teachers to co-develop personal learning pathways for the Aboriginal students with their parents . The PLP's were reviewed throughout the year to ensure that the needs of the students were met. The school also celebrated NAIDOC week and some funding was used towards resources for the day.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PLP's will be reviewed and then co developed with families to ensure that all the educational needs of our Aboriginal students are met.</p>
<p>English language proficiency</p> <p>\$28,669.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Taren Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students that were identified by class teachers and the learning support teacher received additional support. Our EAL/D students were also supported through the acquisition and purchase of new resources which ensure equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EAL/D students and identified students demonstrated growth in literacy as evidenced by assessment tasks. Progress will continue to be monitored. As our EAL/D numbers continue to increase, human and physical resources will be allocated accordingly.</p>
<p>Low level adjustment for disability</p> <p>\$43,533.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Taren Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Personalised Learning</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul>

<p>Low level adjustment for disability</p> <p>\$43,533.00</p>	<p><b>The allocation of this funding has resulted in:</b>  Learning and Support Teacher support for identified students both in class and individually or small withdrawal groups to improve learning outcomes. Individual learning plans reviewed, updated or developed and then student progress monitored.  School Learning Support Officer working with students to support access to the curriculum and to assist in the development of social skills for individuals and small identified groups of students. The SLSO's also provided in class support for students that required additional academic support during literacy and numeracy sessions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Assessment data has indicated that identified students are improving with the additional provided support and evidence based programs, however this support will need to be ongoing to ensure students continue to improve.</p>
<p>Literacy and numeracy</p> <p>\$5,604.45</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Taren Point Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• teacher release to engage staff in whole school reading project</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Teaching staff have developed greater consistency across the school in regards to teaching vocabulary and fluency. It has also ensured the use of evidence based teaching and provided the staff with the opportunity to enter in professional dialogue which then has lead to the explicit teaching. This has resulted in an increase in students achieving in the top two bands of NAPLAN and an increase in the proportion of students achieving their expected growth in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The focus for 2022 will be numeracy as the school incremental targets and the system negotiate targets for numeracy were not met.</p>
<p>QTSS release</p> <p>\$2,604.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Taren Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All teaching staff were involved in the implemented of teaching sprints with either their class or group they were working with. Weekly feedback sessions allowed for quality professional dialogue as well the opportunity for</p>

<p>QTSS release</p> <p>\$2,604.45</p>	<p>mentoring sessions for both early career and experienced staff. The remote learning period during all Term 3 and part of Term 4 made running another sprint difficult. This resulted QTSS allocation being utilised to provide support for teachers to collaborate in planning and the development of assessment task and then moderating of results to ensure consistency across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Teaching sprints will be revisited throughout the year and quality teaching rounds will be conducted across the three schools, Como Public School, Woronora River Public School and Taren Point Public School, allowing for the staff to develop professional learning communities.</p>
<p>COVID ILSP</p> <p>\$64,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students in the small targeted groups have improved significantly in their reading results. The groups have had to be adjusted to accommodate the different learning rates of students to maximise the impact of the program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The intervention program will continue through 2022 however there will be the inclusion of a numeracy focus</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	49	46	55	63
Girls	38	37	45	43

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	93	97	95.5
1	94.6	94.6	96.7	94.8
2	94.9	95.6	95.1	95.4
3	96.1	89.9	95.1	94.2
4	91.9	97	95.2	94.9
5	92.4	91.3	96.7	97.2
6	89.5	90.3	96.1	93.4
All Years	93.8	93.4	96.1	94.9
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

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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)	4.58
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	98,827
<b>Revenue</b>	1,313,213
Appropriation	1,201,424
Grants and contributions	111,602
Investment income	187
<b>Expenses</b>	-1,316,442
Employee related	-1,111,889
Operating expenses	-204,554
<b>Surplus / deficit for the year</b>	-3,229
<b>Closing Balance</b>	95,598

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	17,723
<b>Equity Total</b>	82,786
Equity - Aboriginal	1,515
Equity - Socio-economic	7,068
Equity - Language	28,670
Equity - Disability	45,533
<b>Base Total</b>	982,876
Base - Per Capita	24,652
Base - Location	0
Base - Other	958,225
<b>Other Total</b>	45,016
<b>Grand Total</b>	1,128,401

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents, students and staff were invited to participate in the Tell Them From Me Survey during 2021. The student survey was completed by students in Years 4, 5 & 6.

### **Data results from the student survey have shown that:**

82% of students feel accepted and valued by their peers and others at their school

84% of students have friends at school they can trust and who engage them to make positive choices

90% of students believe that schooling is useful in their everyday life and will have a strong bearing in their future

94% of students try hard to succeed in their learning

82% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice

90% of students feel teachers are responsive to their needs and encourage independence with a democratic approach

### **Data results from the parent survey have shown that:**

86% of parents feel welcome when they visit the school

76% of parents feel informed about their child's progress

80% of parents spoke to their child's teacher 2 or more times a year about their learning

82% of parents felt that teachers have a high expectation for their child to succeed

96% of parents felt that the school was well maintained

### **Data results from the Staff have shown that:**

All staff are supported and that collaboration is a strength across the school.

All staff believe that every student is known, valued and cared for at Taren Point Public School.

All staff believe that there is a strong learning culture at Taren Point and there are high expectations for all students to achieve

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.